Context

School Name: McDonald Park School  School Number: 1021
Principal: Sandy Davey  Region: Limestone Coast

Our school is committed to giving every student opportunities to achieve their full potential in a caring and safe educational environment.

We provide a balanced and challenging curriculum that caters for the individual needs and talents of students. Teachers plan integrated programs using whole-school 'big topics', with an emphasis on developing literacy and numeracy skills. We also integrate information and communication technologies across the curriculum. Our goal is to enable students to be equipped to handle information, more skilled in the use of new technologies, and better prepared to handle changing demands and occupations as global citizens of the future. Student wellbeing is at the heart of our school. Our social learning programs are based on the principles of restorative practices that develop students' social, emotional and spiritual wellbeing. The community has pride in the school and there is a high level of parent participation and support.

Student enrolments 2013

<table>
<thead>
<tr>
<th>Total enrolments</th>
<th>582</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td>286</td>
</tr>
<tr>
<td>Boys</td>
<td>296</td>
</tr>
<tr>
<td>Full-time equivalent enrolments</td>
<td>582</td>
</tr>
<tr>
<td>Indigenous students</td>
<td>6%</td>
</tr>
<tr>
<td>Language background other than English</td>
<td>1%</td>
</tr>
</tbody>
</table>

School Card: 31.6%

Index of Educational Disadvantage: The school has an IoED of 5.

2013 Highlights

Another year has passed and once again we have much to celebrate. Thank you to the staff for the work they do and the support they provide to students. Many staff make significant contributions over and above their daily responsibilities in the classroom, which adds value to the education of our children. This year staff have continued their work on improving the numeracy and literacy of our students, with a strong focus on lesson structure and problem solving. Staff have continued to work with the Australian Curriculum to deliver quality programs to our students.

Thank you to Damian Buckley, our Governing Council Chairperson and all the other parents on Governing Council, who have supported the school in 2013. Parent volunteers have been involved in many aspects of our school again this year including developing policy and setting strategic
directions; helping out in classrooms; working bees in the Stephanie Alexander Kitchen Garden and organising fundraising activities, which supplement the school’s budget.

Thank you to Michelle Clarke, Deb Nielson and their dedicated group of volunteers, who continue to offer healthy options for our students in the school canteen. We are very fortunate to be able to offer this service; in recent times many schools have had to close their doors and our success is due to Michelle’s hard work in maintaining a viable and healthy menu that our students can enjoy.

Thank you to all the staff and students that have been involved in student leadership this year. Students are able to be involved in school decision making through ‘Little Leaders’, the Students Representative Council, the Student Leadership Team and the Green Team. They provide us with valuable ideas that will improve their learning environment and make it more sustainable. These opportunities help them to develop skills in leadership that will be invaluable to them in the future.

There have been many wonderful highlights over the year, which have complimented teaching and learning programs and expanded your children’s educational experiences:

- Promoting the importance of reading and practice at home through McPark’s Million Minutes of Reading; this encouraged families to share the joy of reading at home. Congratulations to all the students, who helped us achieve a million minutes of reading.
- The National Simultaneous Story Time, which involved our students along with 415,000 children around Australia, who simultaneously read “The Wrong Book” by Nick Bland. Mrs Pudney and Mrs Hopkins’ classes were fortunate enough to travel to the Mount Gambier Public Library to listen to the story.
- Students attended many performances, including OPAL’s presentation of ‘Peel, Pop, Pour’, which promoted healthy breakfasts and ‘Music is Fun’, an interactive musical performance that engaged our students in musical theatre;
- Harmony Day was celebrated on March 21st. The day encouraged ‘getting along’ and recognised the cultural diversity that makes Australia great! Special visitors shared their stories and taught the children games.
- Local artist, Krystyna Moore, spent seven days in our school last term sharing with us her creative talents and inspiring students. Each class created individual artworks on the theme ‘Seasons’ using a variety of art mediums. The week culminated in a very successful art show.
- Events such as ‘Active After School Community’ sports and PE Week promoted the importance of an active lifestyle and getting involved in sports.
- On Wednesday 10th April we held a ceremony to unveil a plaque and interpretive sign for the ‘Lone Pine’, planted as a dedication to the memory of war servicemen and women. The ‘Lone Pine’ memorial will be a lasting historical site for students at McDonald Park for generations to come.
- Senior Constable Paul Scicluna ran cyber safety sessions with students and parents, providing strategies to protect our children safe when using the internet. He highlighted aspects of the law and that technology itself is not the problem, but the behaviour of some individuals who use it.
- Many and varied excursions, which took students out of school to experience learning in authentic contexts. Experiences included swimming, a camp at Naracoorte Caves, visits to community services, the Agricultural Learning Centre, The Valley Lakes and an Aboriginal Food Trail near Port MacDonnell.
- McPark’s Got Talent provided students with an opportunity to show off their individual talents. It was a great opportunity to promote the performing arts.
- Students helped the victims of the Queensland floods and the Victorian bushfires by getting involved in the ‘Shoeboxes For Love’ campaign. We collected a great number of items, which were taken to the office of Don Pegler, Member of Parliament.
- Premier’s Reading Challenge was launched with ‘Stories in Fairyland’. Three story telling sessions were held over three nights, delighting our young students with much loved stories.
- Principals’ Morning Tea, held twice a term to celebrate the wonderful achievements of our students. Students were delighted to receive an invitation and come along to share their work.
Students, staff and parents can be very proud of our great school. McDonald Park offers programs that enrich students’ education and help to develop the skills and understandings our children will need to be successful members of our global community.

Report from Governing Council

With a full complement of sitting members, both past and present the Governing Council was set to provide our School leadership team all the support required for a successful year.

There were a number of new initiatives this year none more important than the focus on reducing “Bullying” in our School. In fact the School Leadership team and the Council were so passionate about this subject that this topic featured in every discussion at every meeting. The council were provided with updates in relation to initiatives as to managing this problem and providing strategies and plans to best achieve positive outcomes for all those who may have been involved. Whilst we still have a way to go, the school now provides a program to better deal with these situations. Our belief has always been that School should be a place to nurture young minds and this is only possible if our children feel safe and are having fun.

Focuses on Curriculum throughout the year provided our parents with an insight into new teaching practices and helpful tips on methods that we as parents can use to support our children with studies at home. This kind of innovation is a direct result of the School’s commitment to learn from NAPLAN testing and adopt good teaching models in an effort to refine the teaching practices used every day. I was fortunate enough this year to be involved in the “Stephanie Alexander Garden Project”. Our aim was to continue the legacy of great work. We were blessed to have the support of Sam Baker our resident garden expert, who took on the role this year. I can only say that Sam has far exceeded our greatest expectations as to how far the garden has come over the course of the year. However this success was also achieved by several very successful working bee’s, that saw large numbers of families attend. Sam had a very clear plan and was able to delegate and execute all tasks required, which readily engaged our families to achieve her goals. As a result we now have a manageable garden that is providing an excellent learning environment for our children and producing plenty of vegetables and produce from our happy chickens.

Our canteen deserves special mention this year, and the efforts of Michelle Clark. Despite tougher economic times in our region, Michelle continues to manage a canteen that produces a profit, through efficient operating initiatives and a healthy menu. This result is remarkable to the point that other schools are studying her methods to provide the same level of service. Well done Michelle and your merry band of helpers!

In the March of 2014 our fundraising committee and the teaching body planned and executed the school’s “Family Fun Day”, which was complimented with very good weather and as a result crowd numbers swelled into our school, to enjoy all of the festivities that our twilight fete had to offer. I know that the feeling was very positive and people used this time to relax and have fun as a family. Many thanks to all those teachers and parents that gave their time and special mention to all families that attended and supported our school.

In closing I would again like to thank all of our wider school community, without the support of our many families and the guidance our School leadership team and teaching body the words “Respect, Honesty and Generosity” which form our core values would have little meaning. Whilst we as a team have many challenges ahead I feel that as a school we are moving in the right direction to make our school a learning environment the envy of our region.

Damian Buckley
Chairperson Governing Council
Site Improvement Planning

Improvement Priority 1
Improving literacy achievement through a focus on reading and writing

As a result of:
- Development of a whole site writing agreement, incorporating teaching strategies, assessment practices, our approach to intervention, principles for professional learning and a commitment to community partnerships. The documentation of which was incorporated with our reading agreement to be published as a whole site literacy agreement.
- Continuation of a Literacy Coach and Reading Support Teacher, who have mentored and provided professional development across the school.
- Deep analysis of PATR, which was used as a diagnostic tool in all year 3-7 classes, to support differentiated planning and individual tracking of students.
- Collection and data analysis using a writing rubric.
- Whole school use of running records to collect individual data in reading.
- Professional development in and use of “Reading on the Same Page” strategy, SCORE which focuses teaching and learning on a single, challenging text to develop reading and comprehension skills.
- The introduction of McPark’s Million Minutes of Reading which encouraged and promoted daily reading for all students.
- Targetted SSO support during literacy block.
- Intervention programs in literacy for targeted students.
- Moderation activities in English.

The outcomes that have been achieved are:
- Teachers are actively involved in the collection and analysis of literacy data and are better able to make decisions to support individual students, based on this data.
- Teachers are using a wider range of tools to assess student achievement in literacy, particularly reading.
- Teachers are using a more consistent approach to the teaching of reading and are using SCORE in their reading programs.
- Early Intervention programs are successful in supporting students who are identified by teachers as having specific areas of need in literacy.
- McPark Million Minutes of Reading was reached by the end of the year and celebrated at a whole school level.
- The number of students across the school who are reading at or above the expected reading level for their age has increased.
- Writing samples show some improvement in student writing in years 2, 3 and 4.

We know this because:
- Running record data collected in Term 3, 2013 shows that 72% of all students are reading at or above the expected reading level for their age, compared to 64% in term 1, 2013 and 64% in term 3 2012. This data also shows the percentage of students reading at or above their reading level has increased in every year level since term 3, 2012. We were close to achieving our target of 75%.
- Writing rubric data from term 3, 2013 shows that 20% of students in year 2 are writing at what is expected at their year level, compared to 0% of the same cohort in 2012.
- Writing rubric data from term 3, 2013 shows that 24% of students in year 3 are writing at what is expected at their year level, compared to 6% of the same cohort in 2012.
- Writing rubric data from term 3, 2013 shows that 33% of students in year 4 are writing at what is expected at their year level, compared to 17% of the same cohort in 2012.
- We did not achieve our target as measured by our writing rubric.
- Our NAPLAN results indicate that the mean scores for reading were above State, Region and like schools for year 5 students, equal to State, Region and like schools for year 7 and slightly below State, Region and like schools for year 3.
• We met our target for the number of students achieving the National minimum standard, with only 3.6% of the Year 3, 5 and 7 cohorts below the National minimum standard in reading. We did not achieve our target in writing.
• When comparing the same cohort of students’ results to their previous NAPLAN test:
  - In Year 5 – 88.71% made medium to upper growth in reading
  - In Year 7 – 56% of students made medium or upper growth in reading.
• 27 students accessed early intervention programs in 2013. A third of these students closed their learning gap and are now performing at standard, as a result. Several students who did not make progress after being part of an early intervention program have now been referred for further assessment.
• Parents and teachers reported an increased level of interest in and willingness of children to read regularly.
• Teacher programs indicate a greater consistency in reading, using the SCORE strategy.

What are the implications for 2014?
• For many years we have used the Westwood Spelling Test as an annual way of collecting student data about spelling. We have found that some of this data may not always be accurate or effectively used by teachers to plan specific spelling programs for students. We will look at trialing the Single Word Spelling Test, which appears to be more diagnostic and targeted.
• We will be using a new writing rubric, developed by Erica Hurley (Co-coordinator at Melaleuca Park School and Sharon Day (Literacy Coach) which is based on the latest version of the Australian Curriculum. This will give teachers more accurate information about students’ writing.
• We have increased our whole school reading target to McPark’s Two Million minutes. All teachers will be collecting reading minutes and actively promoting it within their classroom as well as at a whole school level at assemblies and in the newsletter.
• Our early intervention programs will continue to have an early years focus and we will increase our Multi Lit support for primary aged students.
• We will continue our focus on staff professional development with a particular spotlight on SCORE and providing effective feedback.

Improvement Priority 2
Improving numeracy achievement through a focus on number.

As a result of:
• The appointment of a numeracy coach through the National Partnerships Program.
• Classroom observations, involving the coach observing teachers and providing specific feedback and support.
• Classroom observations, involving teachers observing teachers and sharing good practice.
• Ten staff R-7 engaging in a research project with ‘Mathematician in Residence’, Ann Baker.
• Staff professional development focusing on Ann Baker’s strategies, mental routines and lesson structure.
• Team planning with a focus on clear learning intentions, scaffolded learning tasks and rich assessment tasks.
• Moderation activities in mathematics.
• Use of PAT Math in the primary years to collect and analyse data about student learning in mathematics.
• Introduction of PAT Math at year 2.
• Introduction of Quicksmart numeracy intervention program for students not achieving national minimum standard in numeracy in 2012 NAPLAN.

The outcomes that have been achieved are:
• Our overall results indicate that our students are showing some improvement in performance compared to the National mean. Our results are comparable to our like schools in year 5 and 7 and better in year 3. Our target of equaling or improving on like school results was not achieved but we are closing the gap.
• The percentage of students who are at or above the national minimum standard has improved at year 5 and 7, with 95.6% of year 5 students achieving at or above compared to 89.6% in
2012 and 98.1% of year 7 students compared to 95.5% in 2012. Year 3 dipped by 2.3%. Overall we have achieved our targets.

- We have not achieved our target of greater than 25% in the upper growth category for numeracy.
- Results indicate that questions that require interpretation of a written problem and identification of appropriate strategies to complete a multi layered task, caused students the most difficulty.
- Significant growth for students who participated in QuickSmart numeracy intervention program.
- Increased teacher confidence in planning using the Australian curriculum.
- Increased teacher confidence in implementing Ann Baker's number strategies, mental routines and lesson structure.

We know this because:

- Staff are planning, assessing and reporting using the Australian curriculum.
- Staff Survey results indicate that 44% staff feel confident using Ann Baker's number strategies and lesson structure.
- Staff have analysed data from PAT Math and NAPLAN.
- Data collected for QuickSmart numeracy intervention program shows significant growth for the students who participated.
- NAPLAN results indicate that the mean score for Year 3 students was not significantly below the National mean in numeracy and was above the mean score for DECD, the region and like schools. The mean score for year 5 students was more than 21 points below the National mean but was similar to DECD, regional and like school scores. Year 7 students scored more than 13 points below the National mean, DECD, the region and our like schools.
- NAPLAN results indicate an improvement in the percentage of year 5 students at or above the national minimum standard between 2012 and 2013 of 6.0% and 2.6% for year 7.

What are the implications for 2014?

- Apply to continue employment of numeracy coach to support staff professional development in numeracy. This will enable us to continue our work with Ann Baker’s strategies and implement a 2 X 2 X 2 coaching model.
- Continue our focus on professional development, including a pupil free day with Ann Baker.
  - Strategies to increase students problem solving skills
  - The Australian Curriculum
  - Lesson structure that supports Ann Baker’s strategies.
  - Feedback
- Continue PAT Math as the whole school assessment tool for measuring math’s achievement.
- Develop, implement and document whole site approaches
  - about effective pedagogies
  - numeracy intervention and support.

**Improvement Priority 3**

**Improve Student Wellbeing through a focus on restorative practices**

As a result of:

- Our two week ‘Setting up for Success’ program at the beginning of the year, which sets students and their teachers up for success.
- Celebrating cultural differences during Reconciliation Week and Harmony Day.
- Holding our Student Leadership Day so that all senior students are given opportunities to adopt leadership roles in the school such as the Student Leadership Team, SRC, Sports Captains and H2H.
- Our continued implementation of numerous social wellbeing curriculum programs such as ‘Rugrats’, the Child Protection Curriculum, ‘Friendly Schools and Families’, ‘Friendly Kids and Friendly Classrooms’ and ‘Play is the Way’.
- Introducing the social learning program ‘What’s the Buzz?’ and conducting it with small groups of all year levels.
- Our continued work towards social justice initiatives such as the distribution of Stand Like Stone vouchers.
Our whole school approach to improving student physical wellbeing including DPA (Daily Physical Activity), PE lessons, yard games at recess and lunch, Walk Safely to School Day, Sports Day, SAPSASA sport, sport clinics, swimming lessons, participation in OPAL initiatives-Park and Stride, Think Feet First, kid’s yoga and meditation, Wipe Out Waste’s focus on unprocessed whole foods, brain break and many other physical wellbeing activities.

Peer mentoring including buddy classes, Better Buddies by the Allanah and Madeline Foundation, H2H (Happy to Help peer mediation team).

Continuing our focus on restorative practices.

All students given the opportunity to complete our Bullying Survey.

A staff training and development day with Jo Lange, behavioural expert.

Starting up a ‘Boy’s Club’ that runs every lunch time.

Providing a community workshop on cyber-bullying and the risks of inappropriate Internet usage, presented by Senior Constable Paul Scicluna.

The outcomes that have been achieved are:

- Behavioural improvements in the areas of interfering with the rights of others, acting illegally and threatening the safety or wellbeing of others.
- An increased number of students are operating from a behaviour plan to ensure they are able to achieve behavioural goals and increase their level of self-regulation.
- Authentic student voice continues to be valued by staff.
- Beginning to integrate yoga and meditation in classes.
- All classes are engaging in peer mentoring of varying degrees through H2H, our buddy class program and in the Allanah and Madeline Foundation Better Buddies program.
- Students have increased opportunity to develop social and collaborative skills and to access tailored support.
- Students are more engaged in the yard due to accessing supervised yard games, enhancing their physical and social wellbeing.
- Results from the junior primary student Bully Survey indicate an increase in feeling happy to come to school and in feeling safe at school and a decreased number who have been bullied. Primary results show an increase in the number of boys who have been bullied and a decrease in girls feeling safe. These numbers correlate with the increase in students saying they access social media and have been cyber-bullied.
- All staff are consistent with their approach to positive behaviour support through training and revisiting of Jo Lange strategies.
- Many boys are experiencing success and learning about exercise, woodwork and bicycle repair at lunch time due to accessing Boy’s Club.

We know this because:

- Our behaviour data shows a decrease in the number of incidences relating to interfering with the rights of others, acting illegally and threatening the safety or wellbeing of others. We are working towards achieving our target of a 50% decrease.
- Most classes are holding regular class meetings and reporting back to SRC.
- We collected and analysed comprehensive data about bullying at our school.

What are the implications for 2014?

- We are pleased with the improvements shown in areas of the behaviour data. However, incidences of violence, threatened or actual and threatening good order continue to rise. In direct correlation is a marked increase in internal suspensions, take homes and suspensions. With this data, along with initiatives such as yard games and The Boy’s Club, we envisage a reduction in these incidences over the course of the year.
- Continue and keep improving the Setting up for Success fortnight at the beginning of the year.
- Place more emphasis on the countries our refugee students came from to broaden the perspective of our student population.
- Design and implement an anti-bullying program using research by Dr Ken Rigby building upon the use of the Undercover Bully Buster and Playground Heroes, created in 2012. This will be done by the Student Wellbeing Committee.
- Ensure the implementation of collaborative learning in all classes through the Student Wellbeing Committee issuing specific activities for classes to practice.
The Boy’s Club has noted success for many boys and we will continue to develop this as an alternative learning environment where these boys can achieve success and develop social skills.

Educating parents as to why children are not ready for social media and the implications for allowing them to access Facebook etc underage, will continue to be a priority and be communicated through activities their children participate in and in the school newsletter. Senior Constable Paul Scicluna from SAPOL will address groups about cyber-bullying as an annual occurrence.

**Student Achievement**

**PAT –R RESULTS 2013**

The following tables provide a comparison between McDonald Park’s mean scores compared to both Australian and South Australian results.

**Comparison of mean scale score with Aust mean scale score for McDonald Park from Oct 2012 to Oct 2013**

<table>
<thead>
<tr>
<th>Scale Score</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>McPark Mean scale score Oct 2012</strong></td>
<td>107.2</td>
<td>122.8</td>
<td>121.8</td>
<td>129.3</td>
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</tr>
<tr>
<td><strong>Aust Mean scale score 2012</strong></td>
<td>112</td>
<td>120</td>
<td>126</td>
<td>129</td>
<td></td>
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<tr>
<td><strong>McPark Mean scale score Oct 2013</strong></td>
<td>109.1</td>
<td>120.6</td>
<td>125.2</td>
<td>126.5</td>
<td>130</td>
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<tr>
<td><strong>Aust Mean scale score 2013</strong></td>
<td>112</td>
<td>120</td>
<td>126</td>
<td>129</td>
<td>131</td>
</tr>
</tbody>
</table>

**Comparison of mean scale score with South Australian mean scale score, McDonald Park October 2013**

<table>
<thead>
<tr>
<th>Scale Score</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>McPark Mean scale score Oct 2013</strong></td>
<td>109.1</td>
<td>120.6</td>
<td>125.2</td>
<td>126.5</td>
<td>130</td>
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<tr>
<td><strong>SA Mean scale score 2013</strong></td>
<td>106.7</td>
<td>116.9</td>
<td>121.4</td>
<td>125.6</td>
<td>128.4</td>
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</tbody>
</table>
RUNNING RECORD RESULTS
The following tables provide a comparison between McDonald Park’s running record results and State and like school results for both year 1 and year 2 students.

YEAR 1

YEAR 2
NAPLAN

Student Proficiency Bands

Figure 1: Year 3 Proficiency Bands by Aspect

Table 1: Year 3 Proficiency Bands by Aspect

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Year 3</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Exempt</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>Numeracy</td>
<td></td>
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<td>8.7</td>
<td>29.0</td>
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<tr>
<td>Reading</td>
<td></td>
<td>8.7</td>
<td>11.6</td>
<td>11.6</td>
<td>36.2</td>
<td>21.7</td>
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<td>Writing</td>
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<td>10.3</td>
<td>25.0</td>
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<td>25.0</td>
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<tr>
<td>Spelling</td>
<td></td>
<td>11.6</td>
<td>14.5</td>
<td>20.3</td>
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<td>14.5</td>
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<tr>
<td>Grammar</td>
<td></td>
<td>8.7</td>
<td>13.0</td>
<td>14.5</td>
<td>31.9</td>
<td>15.9</td>
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Figure 2: Year 5 Proficiency Bands by Aspect

Table 2: Year 5 Proficiency Bands by Aspect

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
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<td></td>
<td>Exempt</td>
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<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
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<tr>
<td>Numeracy</td>
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<td>22.1</td>
<td>39.7</td>
<td>26.5</td>
<td>7.4</td>
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Table 3: Year 7 Proficiency Bands by Aspect

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
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<td></td>
<td>Exempt</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Numeracy</td>
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<td>36.5</td>
<td>19.2</td>
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<tr>
<td>Reading</td>
<td>1.9</td>
<td>25.0</td>
<td>26.9</td>
<td>28.8</td>
<td>11.5</td>
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<td></td>
</tr>
<tr>
<td>Writing</td>
<td>13.5</td>
<td>25.0</td>
<td>36.5</td>
<td>19.2</td>
<td>5.8</td>
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<tr>
<td>Spelling</td>
<td>7.7</td>
<td>19.2</td>
<td>19.2</td>
<td>34.6</td>
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<tr>
<td>Grammar</td>
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<td>25.0</td>
<td>21.2</td>
<td>21.2</td>
<td>9.6</td>
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Student Mean Scores

Figure 4: Year 3 Mean Scores
Table 4: Year 3 Mean Scores

<table>
<thead>
<tr>
<th>Mean Scores by Test Aspect</th>
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<td></td>
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<td>Reading</td>
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<td>Writing</td>
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<td>Spelling</td>
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</tr>
<tr>
<td>Grammar</td>
<td>356.3</td>
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</table>

Figure 5: Year 5 Mean Scores

Table 5: Year 5 Mean Scores

<table>
<thead>
<tr>
<th>Mean Scores by Test Aspect</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2011</td>
</tr>
<tr>
<td>Numeracy</td>
<td>459.7</td>
</tr>
<tr>
<td>Reading</td>
<td>476.4</td>
</tr>
<tr>
<td>Writing</td>
<td>459.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>456.6</td>
</tr>
<tr>
<td>Grammar</td>
<td>474.8</td>
</tr>
</tbody>
</table>

Figure 6: Year 7 Mean Scores
Table 6: Year 7 Mean Scores

<table>
<thead>
<tr>
<th>Mean Scores by Test Aspect</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2011</td>
</tr>
<tr>
<td>Numeracy</td>
<td>506.0</td>
</tr>
<tr>
<td>Reading</td>
<td>507.3</td>
</tr>
<tr>
<td>Writing</td>
<td>492.8</td>
</tr>
<tr>
<td>Spelling</td>
<td>511.0</td>
</tr>
<tr>
<td>Grammar</td>
<td>498.6</td>
</tr>
</tbody>
</table>

Growth

Figure 7: Year 3-5 Growth

Table 7: Year 3-5 Growth

<table>
<thead>
<tr>
<th>Growth by Test Aspect</th>
<th>Year 3-5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Progress Group</td>
</tr>
<tr>
<td>Numeracy</td>
<td>Lower 25%</td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
</tr>
<tr>
<td>Reading</td>
<td>Lower 25%</td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
</tr>
</tbody>
</table>
Figure 8: Year 5-7 Growth

Table 8: Year 5-7 Growth

<table>
<thead>
<tr>
<th>Growth by Test Aspect</th>
<th>Year 5-7</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Progress Group</td>
<td>Site</td>
</tr>
<tr>
<td>Numeracy</td>
<td>Lower 25%</td>
<td>36.0</td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
<td>48.0</td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
<td>16.0</td>
</tr>
<tr>
<td>Reading</td>
<td>Lower 25%</td>
<td>44.0</td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
<td>44.0</td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
<td>12.0</td>
</tr>
</tbody>
</table>

See ‘Site Improvement Planning’ section for analysis.

Student Data

Attendance

Figure 9: Attendance by Year Level
Table 9: Attendance by Year Level

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>% Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2011</td>
</tr>
<tr>
<td>Reception</td>
<td>93.4</td>
</tr>
<tr>
<td>Year 1</td>
<td>93.2</td>
</tr>
<tr>
<td>Year 2</td>
<td>93.7</td>
</tr>
<tr>
<td>Year 3</td>
<td>94.2</td>
</tr>
<tr>
<td>Year 4</td>
<td>92.4</td>
</tr>
<tr>
<td>Year 5</td>
<td>94.0</td>
</tr>
<tr>
<td>Year 6</td>
<td>91.6</td>
</tr>
<tr>
<td>Year 7</td>
<td>92.4</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>93.1</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>93.0</td>
</tr>
</tbody>
</table>

Destination

Table 10: Intended Destination

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>2012</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Region</td>
</tr>
<tr>
<td>Employment</td>
<td>5.6%</td>
<td>3.8%</td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>12.6%</td>
<td>11.8%</td>
</tr>
<tr>
<td>Other</td>
<td>1.0%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>3.4%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td>2.1%</td>
<td>4.6%</td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td>6.0%</td>
<td>8.3%</td>
</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td>80.8%</td>
<td>47.6%</td>
</tr>
<tr>
<td>Unknown</td>
<td>0.7%</td>
<td>20.1%</td>
</tr>
</tbody>
</table>

Behaviour Management

See “Site Improvement Planning’ section for report on the data and trends related to incidents of violence and bullying.
Client Opinion

Of the parents surveyed 32 parents responded, five male and 27 female. The following table provides a summary of the responses.

Parents’ responses indicate that overall there is a high level of satisfaction, with behaviour managements and school improvement being areas of least satisfaction.

We will continue to report on behaviour management issues at Governing Council meetings, seeking their feedback. We will also continue to feature information relevant to this topic in the school newsletter.

School improvement has been and continues to be a high priority for our site. Feedback suggests that this is not widely known by parents so we will explore ways of improving our communication and celebration of our achievements.

My School website
http://www.myschool.edu.au/
STAFF OPINION SURVEY

Ten staff chose to participate in the opinion survey, one male and nine females.

Overall there was a high level of satisfaction with 80% of staff indicating positive responses relating to ‘Quality of Teaching and Learning’, with consistency identified as an area where there could still be some improvement. Our ‘Literacy Agreement’ has helped to address this in literacy and we are working towards the development of a numeracy agreement to align our practices in the teaching of mathematics and numeracy across the curriculum.

Responses to the category ‘Support of Learning’ were mixed. Responses were generally high but behaviour management related statements generated a higher level of negative responses. 40% of respondents indicated that they had concerns about behaviour. Some staff suggested in their comments that this might be addressed by raising expectations.

There was a high level of satisfaction relating to ‘Relationships and Communication’, with 100% of staff indicating satisfaction with the opportunities they have to communicate and receive information across the site and 90% acknowledging the opportunities staff have to share practice. 90% felt a sense of belonging.

Overall there was high satisfaction in the area of ‘Leadership and Decision-making’. 80% of staff indicated that they felt supported by leadership. 100% of staff recognized that they were encouraged to pursue professional development and 90% acknowledged that the professional development offered met their needs.

Accountability

National Partnerships

Literacy and Numeracy National Partnership

Literacy Coach - School Report 2013

Intervention and support provided for students:
- Year 1 – 3 students as identified by teacher (prioritised on a needs basis) receive 1:1 SSO support (Multilit or school-based program). Reviewed after 1 term, extended for a further term if appropriate.
- Students above Yr 3 supported by Multilit at teacher request.

Number of teachers working directly (in class) with the coach: 3

<table>
<thead>
<tr>
<th>Teacher</th>
<th>No. of students</th>
<th>No. of ATSI students</th>
<th>Year level(s)</th>
<th>Main focus (foci)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>29</td>
<td>3</td>
<td>4/5</td>
<td>Close reading/Comprehension</td>
</tr>
<tr>
<td>B</td>
<td>26</td>
<td>0</td>
<td>6/7</td>
<td>Close reading/Comprehension</td>
</tr>
<tr>
<td>C</td>
<td>28</td>
<td>0</td>
<td>3/4</td>
<td>Close reading/Comprehension</td>
</tr>
</tbody>
</table>

Processes used by the school to identify teacher participants:
- At the end of 2012, the Middle Primary team was identified for teacher coaching; two of the above are from this team.
- The third participant was selected to participate in 2012 and re-joined mid 2013 after discussions with leadership.

Success rate and strategies used to work with the identified staff:
- There are five members of the MP team who all participated in the initial half-day release/planning session. It was envisaged that the entire team would continue with coaching.
Unfortunately this was affected by subsequent staffing changes which meant that only two of the group continued on for the whole year. One teacher also elected to only receive informal support outside the classroom (no classroom visits).

- Planning and review were done in teachers NIT time, recess/lunch breaks or before/after school.
- Reading material, stimulus articles or teaching ideas were forwarded to teachers outside the above times via email or paper copy.
- Teachers were given a review journal/folder for ideas, self-review, coaching notes. This was added to and amended as appropriate.

Key literacy focus at this site in 2013
- Comprehension
- Reading-on-the-same-page / SCORE Approach – Whole school direction
- Whole School Writing Agreement – combined with last year’s Reading Agreement to become Whole School Literacy Agreement

Regional literacy focus or strategy impacting on literacy teaching and learning
- Reading
- Australian Curriculum

Literacy leadership
- Role of the LNNP coach as part of the school leadership team
  - Attend Leadership meetings as appropriate and by arrangement
  - Collaborate with leadership staff to plan and deliver whole school professional learning at staff meetings and student free days
  - Consult with leadership staff regarding in-class coaching of participants

- Literacy professional learning program(s)/ workshop(s) provided through LNNP coach at site, cluster or regional level (include whole school approaches and whole school agreements)
  - Whole school project around Reading-on-the-same-page and SCORE, enhancing whole school reading agreement 2012
  - Whole school writing agreement 2013, leading to whole school literacy agreement Dec 2013/14
  - Presentation about whole school process with ROSP at LNNP Principal/Coach Professional Learning Day 2013
  - PAT-R whole staff meetings and individual level
  - Attended regional PD (Guided Reading, Spelling, Text Type writing, comprehension strategies) with selected teachers in order to enhance their learning and contribute to whole-of-site priorities
  - On invitation, attend regional sites staff meetings to deliver professional learning and consult with staff about reading data and ROSP.

LNNP coach role in establishing, facilitating or supporting professional learning communities in this school or in supporting /developing parent and community involvement
- This site uses a four-week professional learning cycle in PLC groups (Year level teams). New learning is presented in the first week of the cycle and teachers have two weeks to trial new learning before feeding back to the group in the fourth week. ROSP was trialled in one of these cycles and subsequently became part of whole school practice. Another four-week cycle developed assessment of writing and moderation of same.

PAT R Report:
1. Context for data collection in the site
   - No school-based IT issues but ACER site experienced technical difficulties a few times which disrupted classes taking the test
   - LNNP coach managed all PAT data, classes, tags etc (SSO to be trained in 2014)
   - LNNP coach led all classes through test and provided subsequent catch-up sessions
   - LNNP coach led all staff through analysis of their class data
   - ILNNP Numeracy coach conducted numeracy test after completion of comprehension testing
2. Describe how you used 2012 (or early 2013) PAT-R data with teachers and leaders at the beginning of the year.
   - Class data used for the first half of the year for planning and programming in coaching sessions
   - PAT-R data used to set targets for 2013 (shift in distribution in stanine levels, individual growth)

3. a) Following data review with teachers, what was identified for teacher practice?
   - Comprehension needs – especially inferring
   - Reading stamina and willingness to tackle difficult or challenging text
   - Specific strategies to attack challenging text – SCORE
   - Teacher planning processes for one challenging text per week – Reading on the same page/Close reading

   b) What was followed up (with teachers and/or whole school)?
      All of the above.

4. Include graph showing average/expected growth 2012-2013 (or Mar-Oct 2013) for year level/cohort. Analyse and discuss the graph.

5. Students in the lower year level of a composite class in this site have shown more growth than students in the upper year level in both 4/5 and 6/7. This could be due to a range of factors. One possibility is that students in the lower year level cohort are challenged by the learning/achievement of the upper year level, and they ‘stretch’ themselves as a result. If this turns out to be accurate, the R-O-S-P strategy of selecting a week-long text which is instructional for ALL students may address this by challenging the upper year level as well.

5. Include graph showing average scale score per year level with national mean score. Analyse and discuss the graph.
This graph puts the first graph into greater perspective. While there was little growth in Years 5 and 7, this graph shows that the mean scale score for those year levels is very close to the Australian mean in 2013. While it would be preferable for the growth to have been greater, the comparison with the Australian mean is positive, and with the South Australian mean (shown below) even more positive.

Key achievements in literacy improvement at this site in 2013:

- Whole school reading agreement has been expanded to a Whole school literacy agreement which encompasses writing.
- Whole site focus on close reading (R-O-S-P) has increased awareness of using challenging text as a teaching point. A more collaborative approach has also been a result, as teachers have planned in teams to use the same piece of text for a unit of work.
- Teacher feedback indicates that the whole site focus on R-O-S-P and SCORE has increased the explicit teaching of grammar, text type and vocabulary, and given the reading block a consistent structure and common language throughout the school.
‘Agreed practices for reading’ – a reflective process which has become part of the school’s performance management processes, has resulted in higher expectations for and of teachers and encouraged reflection of their own work.

Staff feedback (informal and formal) indicates that professional learning this year around ROSP and SCORE was the most significant of the year in terms of influencing teacher practice.

**Future plans and priorities** for literacy improvement in this school:

- **Forty Fabulous Books Project 2014.**
  - Forty quality pieces of children’s literature (fiction, picture fiction, non-fiction) have been selected after staff input and multiple copies have been purchased. Teachers are being asked to read all 40 over the course of the 2014 year. *The learning intention* is to
  - Promote reading to students by promoting reading to teachers. Students will see their teachers as lovers of reading.
  - Promote collaborative planning of units of work around these quality texts, especially using R-O-S-P. Bulk copies of texts will later become BookClub (literature circle) resources.
  - Promote a love of reading as a lifelong habit through recognition of teachers’ contribution to the **McPark Million Minutes of Reading** (which was done this year as a school challenge). Perhaps the aim can be higher in 2014.

- **2x2x2 project** – selecting two teachers with whom I will work in-depth on the literacy achievement of 4 of their students – year levels to be determined
- The above teachers will work in year level teams, so I will work with their teams for planning and programming meetings
- **Whole school literacy agreement** – this is in draft form and will be reviewed and embedded into practice
- **Whole-part-whole, gradual release of responsibility and lesson structure/pedagogy** – an ongoing priority
- **Guided reading** – how does it fit with ROSP?

### Staff

**Teacher Qualifications**

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>63</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>1</td>
</tr>
</tbody>
</table>

Please note: Staff that 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

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0</td>
<td>32.9</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>40</td>
</tr>
</tbody>
</table>

Financial Statement

Income by Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>$4,363,748.60</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>$5,000.00</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>$187,787.56</td>
</tr>
<tr>
<td>4 Other</td>
<td>$243,676.40</td>
</tr>
</tbody>
</table>