



Minlaton District School

2020 annual report to the community

Minlaton District School Number: 781
Partnership: Southern Yorke

Signature

School principal:

Ms Alison Bogle

Governing council chair:

Richard Way

Date of endorsement: 22 February 2021

Context and highlights

Minlaton District School is a Category 5 R - 12 school on the Yorke Peninsula which serves a primarily farming community, over an area of 1400km². In 2020 there was significant movement of students in and out of the school with 29 leaving and 14 new arrivals over the course of the year – representing 15% of our student body.

Minlaton District School is held in high regard for our ability to meet the diverse needs of our student population and we enjoy support in this through our strong partnerships with the community, local business and our parents. Our senior school numbers continue to reflect the confidence of our parents and families from both within our local area and further afield. 2020 saw 100% SACE completion with all students who applied for tertiary study being offered courses. Three Year 12 students left school during the course of the year to begin full time work and apprenticeships/traineeships.

We work closely with other sites within the Southern Yorke Partnership to provide strong transition and continuity of learning for students who come to us at various points in their learning journey. Staff collaboration within the partnership is highly valued, sharing exemplary practice and participating in moderation processes and learning design.

Professional development of all staff continues to be a focus as we develop our pedagogical and site practices to best support all students to maximise their potential.

Highlights of the school year include:

- successful navigation of the Covid landscape by a highly professional and responsive staff and preparedness for on-line learning
- provision of Minlaton StoryTime through the Community Library (online story reading originally to maintain connection to families during home learning but which kept going even when students returned to school)
- utilising Daymap and Class Dojo to engaged in continuous assessment and reporting to our families in 6 – 12 and R – 5 respectively
- review and implementation of SIP with continued growth in reading and reading comprehension
- alignment and documentation of reading and spelling continua
- staff engagement with improvement agenda including building our capacity as teachers and classroom support personnel
- highly successful continued integration of students with significant special needs into mainstream school
- commencement of a long awaited gym refurbishment
- extensive use of digital platforms to engage our community, parents, students and staff

Governing council report

Governing Council plays an important role in the management of the school, providing a link between the parents and caregivers to the school management and between the wider community and the school.

This year was dominated by COVID 19.

The Governing Council main role was to sound out ideas on how the school was to manage the pandemic. With almost every other social activity curtailed, we all wanted to keep schooling open and normal as much as possible. But we and the staff had to work within the recommendations and rulings from the department, and from advice from the health experts. It did result in some confusion with plans and directions changing at short notice. Thankfully all of our efforts did keep SA relatively free of the COVID infection, without too much disruption to learning.

The Governing Council had to learn to have “Zoom” video meetings, and relying on electronic communications instead of meetings. The members managed to tame the technology and it worked well enough.

The Governing Council recognises the efforts the staff put in especially at the start of the year when it was looking like schools might have to close and go on line, and during the year in managing the restrictions on students.

Despite all that Governing Council oversaw the budget process and financial reporting as well as the refurbishment of the Gym that had been suffering from a leaky roof for many years. When finished, with new amenities and entrance, the building will serve as a meeting hall as well as gym.

One role of Governing Council is to monitor the finances of the school. This includes the canteen, that this year with prudent management has realised a small profit. Governing Council believes having a canteen on site is advantageous, and will continue to monitor the school's capacity to support a canteen service into the future.

I would like to thank the Governing Council members for their time and effort during this trying year. I would also encourage all parents to nominate for Governing Council, the school relies on your involvement and direction

Quality improvement planning

Our two main improvement targets are well on track. 2020 saw the Read Write Inc program embedded in our practice, and despite interruptions for Covid, 50% of our students reached our target of achieving the blue group, with all but 2 students achieving the level just below. Had we had an uninterrupted year, we believe that we would have attained the target of all Year 1 students achieving the blue level. Throughout the year, staff have rotated through the various levels, thus maintaining a focus on the explicit nature of the instruction. It has been really pleasing to see students attacking their reading with such confidence through their access of the program and we are seeing improvements in comprehension and writing as a result.

Reading comprehension in the Middle Years was also embedded, with professional development targeted to ensure that comprehension strategies were understood and supported by teachers in all curriculum areas. Our growth measure, Probe testing, saw all students in Year 7, bar 6, reading at or above chronological age, with most achieving growth of one year over a 6 month testing period. This builds on the very strong results of 2019, and a number of these students are now beyond the Probe measure in their reading ability, reading beyond 15.5 reading age.

A high level of collaboration and professional learning has been a highlight of the year across the whole school and documentation, charting our practices for reading from Reception through to the Middle Years has been developed. This provides a holistic approach, well understood by all staff, through which we will continue develop a comprehensive literacy approach using recognized best practice implemented across the whole curriculum. In 2021 we will continue to focus on building the efficacy of teacher practice and look forward to meeting the targets of our third year in this SIP cycle.

Staff use of a variety of digital technologies, while not within the original scope of our Improvement Plan, is a notable addition to our pedagogical practice in 2020, driven by our need to develop on-line learning for our students. Staff were quick to take the lead in using innovative practices to provide quality engagement for our students, and engaged in collaboration to support each other to develop ways to implement these practices across a number of learning areas and year levels. While the need to move on-line for all students did not eventuate, teachers have continued to implement a number of new digital platforms to support our learners both within the classroom and those who cannot attend for any reason.

Our goals in 2021 will be to ensure that the practices outlined above are embedded as sustained practice at MDS, with clear documentation and expectations provided to all staff, including those new to the school.

Improvement: Aboriginal learners

Aboriginal learners account for 5% of our school population and are predominantly students in the primary and middle years. All Aboriginal Learners have a One Plan which allows staff to tailor learning to their specific needs and provides short term targets for improvement planning. Data is gathered through our regular review processes and informs teachers and support staff about student growth and areas requiring additional support. APAS funding provided support in the early years and the SACE, with successful meeting of targets for all students involved.

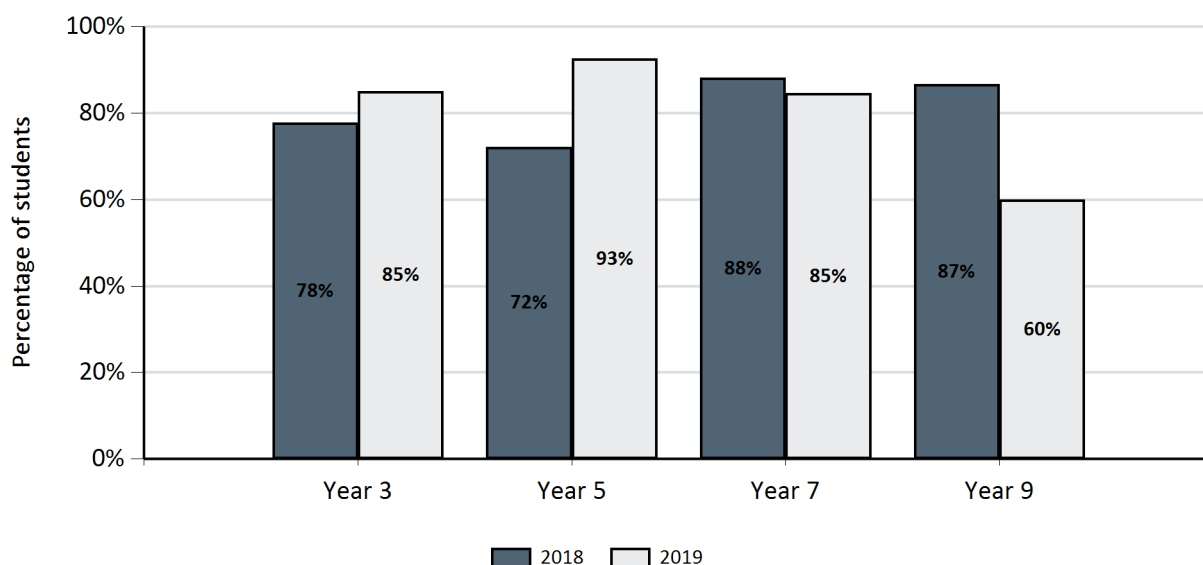
Our ACEO meets regularly with our Aboriginal students, both individually and in small groups. This time is used in a variety of ways, from classroom support in learning activities, provision of culturally appropriate information and support, and promoting the children as champions of their own cultures with their classmates. Our Aboriginal students are owners of this learning and their program is developed in response to the questions and wonderings that they have about their culture. The ACEO has also provided support to teaching and SSO staff in the planning of relevant culturally inclusive materials and activities which further highlight the importance of indigenous culture across our whole school and within the local community and Yorke Peninsula. While we proudly exist on the land of the Nharranga Nation, our Aboriginal children come from a range of locations and the ACEO is responsive to their individual needs in relation to their own stories.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

Reading

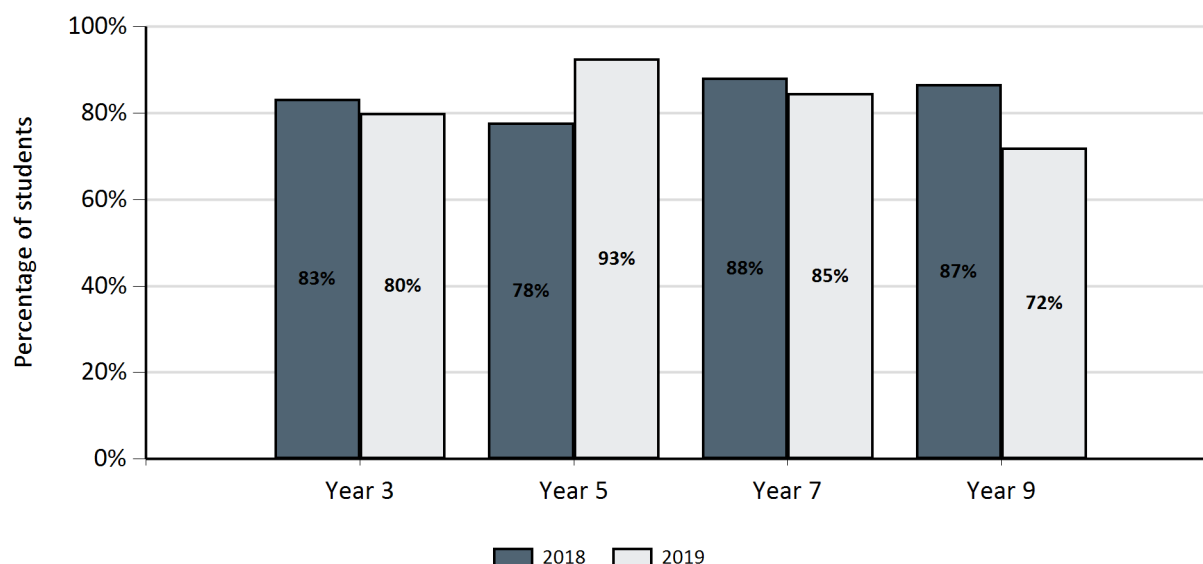


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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NAPLAN progress

The data below represents the growth of students from 2017 to 2020 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	26%	*	30%	25%
Middle progress group	61%	58%	50%	50%
Lower progress group	*	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	35%	*	*	25%
Middle progress group	52%	92%	47%	50%
Lower progress group	*	*	35%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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 2019	20	20	7	2	35%	10%
Year 3 2017-2019 Average	20.7	20.7	7.7	5.7	37%	27%
Year 5 2019	27	27	11	7	41%	26%
Year 5 2017-2019 Average	20.7	20.7	7.0	4.3	34%	21%
Year 7 2019	13	13	1	4	8%	31%
Year 7 2017-2019 Average	15.3	15.3	2.0	3.0	13%	20%
Year 9 2019	25	25	1	2	4%	8%
Year 9 2017-2019 Average	21.0	21.0	1.3	2.3	6%	11%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

[^]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.

South Australian Certificate of Education - SACE

SACE Stage 2 Grades – Percentage of grades that are C- or above for attempted SACE subjects (SEA)

2017	2018	2019	2020
98%	99%	95%	96%

Data Source: SACE Schools Data reports, extracted February 2020

*NOTE: Reporting of data not provided when less than six students in the respective cohort Data excludes non-A to E and Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

Grade	2017	2018	2019	2020
A+	0%	3%	0%	0%
A	5%	8%	9%	4%
A-	10%	14%	21%	10%
B+	13%	17%	24%	22%
B	16%	16%	9%	13%
B-	15%	9%	11%	9%
C+	10%	15%	3%	10%
C	21%	12%	14%	15%
C-	6%	5%	5%	15%
D+	2%	0%	3%	1%
D	0%	1%	2%	0%
D-	0%	0%	0%	2%
E+	0%	0%	0%	0%
E	0%	0%	0%	0%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2020

*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%.

SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE in October that year

2017	2018	2019	2020
96%	100%	100%	100%

Data Source: SACE Schools Data reports, extracted February 2020

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

	2017	2018	2019	2020
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	96%	100%	100%	100%
Percentage of year 12 students undertaking vocational training or trade training	61%	64%	53%	50%

School performance comment

Our SACE data continues to demonstrate strong performance with 100% SACE achievement. Once again, our students are successfully combining units gained through VET/SBAT with subjects offered at school in order to maximize their options for the future. Over 50% of our Year 12 cohort had completed some form of vocational or trade training during their SACE years, many of the same students also gaining an ATAR and pursuing University entrance. All students who aspired to go on to tertiary education were offered places and all of the cohort are now either in employment or furthering their education. The ability to tailor courses to meet the needs and aspirations of our students, giving them a range of options for future pathways continues to be a strength of practice at MDS.

Our student results in the Phonics Screen Check have once again improved with 43% of students achieving the required benchmark, and another 35% within 6 of this mark. Significantly, we had fewer students below 20 and many more above 30. The timing of the PAS does not align well with our phonics program as many of the Year 1 students have not yet covered all sounds at the time of the test, however we are seeing good progress in students achieving independence as readers by the conclusion of Year 2.

PAT Reading and Maths results were inconsistent with growth demonstrated in the Primary levels (up to Year 5), but very little growth in the middle years cohort for the majority of students, though the number meeting benchmark, and beyond, remained consistently high. Our wondering about this anomaly relates to the way in which our students were impacted by the general malaise within the community around Covid. Our internal site Probe Comprehension testing continued to demonstrate the positive impact of our improvement agenda with students generally making at least one year's growth in the six months between tests. The more personalized tests targeted to individual students tend to provide a reliable measure and are used diagnostically by staff to plan for future learning. It is particularly pleasing to note the growth being made by students who have not previously reached benchmarks; while still yet to achieve year level standard, they are making significant growth.

Attendance

Year level	2017	2018	2019	2020
Reception	88.5%	84.8%	93.3%	89.0%
Year 1	91.8%	92.7%	90.0%	89.6%
Year 2	95.0%	93.0%	93.5%	85.8%
Year 3	94.7%	95.5%	95.9%	89.7%
Year 4	94.8%	92.9%	96.4%	94.5%
Year 5	94.5%	93.6%	94.3%	93.0%
Year 6	95.7%	94.4%	94.5%	91.5%
Year 7	96.1%	94.0%	92.4%	91.5%
Year 8	92.1%	92.0%	94.8%	82.0%
Year 9	92.8%	87.9%	92.2%	87.6%
Year 10	89.8%	91.7%	90.5%	82.5%
Year 11	94.4%	89.5%	88.4%	93.6%
Year 12	92.7%	94.5%	89.2%	89.5%
Total	93.1%	92.2%	93.1%	88.8%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

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

Attendance comment

In 2020 attendance rates far lower than in previous years. 25 students had less than 50% attendance for the year with a number of these students not returning to school once home learning became an option. Over half of the student population retained an attendance rate above 90%. With 26% of the students achieving 95% or above. Various communication methods were used to maintain contact with students and parents to check on their welfare when they were not at school. Care Group teachers bore the bulk of this responsibility to ensure absence was followed up, however in the case of particularly vulnerable students, specific staff were tasked with checking in.

Behaviour support comment

Fourteen behaviour reports were recorded in 2020, 8 of which entailed the threat or perpetration of violence, with three students multiple offenders. Suspensions were the consequence for student violence or threats of violence with parental support of this measure as a circuit breaker in each situation. There is a strong correlation between incidents and students with identified disorders in which self-regulation is not yet fully developed. Strategies to support these students have been embedded in the student's One Plan.

Client opinion summary

For the first time we experienced a greater than 50% response rate from our families. As an R - 12 school it is difficult to fully unpack the results as it is difficult to ascertain what specific areas of the school the parents were responding to. Our parents are in the main satisfied with and highly engaged in the education of their young people with positive responses for all questions above the 'all school' results.

While this is heartening, the responses which have given us cause to reflect are the following:

29% of parents don't agree that they receive enough communication from the school and yet only 18% believe that the school does not communicate effectively with them; this is somewhat contradictory. Communication is key to ensuring the connection and engagement of our parents and these responses will need to be further investigated over the course of 2021.

29% don't think that teachers provide their children with useful feedback about their schoolwork. It would have been interesting to break this down into our three sub-schools to see if there is a pattern to these responses. Our use of Daymap for providing feedback to students about their learning in the Middle and Senior years is extensive and provides students with detailed information about their progress and areas of growth. We will try to elicit more precisely what further feedback parents are seeking.

Of bigger concern is that 36% of parents do not believe that they have useful discussions with the school about their child's learning. Learning conversations have been a focus for several years now, but we are not gaining the traction with a number of our parents who do not attend these opportunities. While over 60% agree or strongly agree that they are well informed about their child/ren's learning, those who do not believe this are a significant number.

In conjunction with the previous comment, it would appear that we need to provide greater information to our parents about how they can help their students learn at home with 42% of parents indicating that they would like further tips on how to assist.

Intended destination

Leave Reason	Number	%
Employment	4	6.9%
Interstate/Overseas	8	13.8%
Other	0	NA
Seeking Employment	4	6.9%
Tertiary/TAFE/Training	10	17.2%
Transfer to Non-Govt School	11	19.0%
Transfer to SA Govt School	14	24.1%
Unknown	7	12.1%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Relevant history screening

The site list of relevant history screening is reviewed on a monthly basis for site support staff, bus drivers, visiting professionals and volunteers as part of the duties of the Administrative Assistant to the Principal. The reminder emails which come through are an additional reminder. Teacher Registration is tracked to ensure all teaching staff (including TRT and contract teachers) have relevant history screening.

Qualifications held by the teaching workforce and workforce composition

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	33
Post Graduate Qualifications	7

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	21.6	0.0	13.2
Persons	0	23	0	21

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$4,278,315
Grants: Commonwealth	\$7,750
Parent Contributions	\$166,026
Fund Raising	\$7,022
Other	\$19,236

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

2020 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 2020 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	This funding supports the employment of a youth worker whose role is to triage students for support and make connections for students with individuals and agencies.	Maintained connection with students Home Learning and in FLO.
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	Provision of one to one support for intensive needs students (around behaviour and learning) and early literacy intervention.	Growth in Phonics Screening Check and Running Records.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	Additional staffing to implement Read Write Inc program in early years and intensive comprehension focus in Middle Years.	Growth in Phonic Screening Check and Running Records (EY). Probe comprehension testing showing growth in MY.
Program funding for all students	Australian Curriculum	Release for teachers to engage in collaborative moderation and task design training and development.	Greater consistency in teacher judgement.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Provision of more staff to allow for the implementation of RWI EY and Reading Comprehension MY.	Improvement in Phonics Screening Check and Probe Comprehension growth evidence.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A