# Minlaton District School
## 2019 annual report
## to the school community

Government of South Australia

Department for Education

Minlaton District School Number: 781

Partnership: Southern Yorke

**Name of school principal:**      Ali Bogle

**Name of governing council chairperson:**      Richard Way

**Date of endorsement:**      11th February 2020

# School context and highlights

Minlaton District School is an R - 12 school in the centre of the Yorke Peninsula which serves a primarily farming community, with outlying tourist centred townships from Port Rickaby and Port Julia to the north and Hardwicke Bay and Stansbury to the south.  Five buses (one DfE Transport Services and four contracted routes) service an area of 1400km2 and from which we draw 60% of the student body.  Year 8 students are drawn from two small feeder primary schools.

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 outside our service area who choose to send their senior students to us.  2019 saw 100% SACE completion with all students who applied for tertiary study being offered chosen courses. 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:
- review of reporting processes
- two successful whole school learning expos
- construction of purpose built senior learning space
- creation of extensive nature play space
- reinvigoration of House system embraced by student body
- community and local council engagement through successful Family Outdoor Film evening
- rigorous implementation of SIP with subsequent growth in reading and reading comprehension
- 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

# 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 is highlighted by an issue raised by a parent regarding cars parked on the foot path in the pickup area. Quick action by Governing Council members and staff by liaising with the authorities saw the issue fixed within the day. The school also hosted an open air family film night in conjunction with the YP District Council.

This year we looked at issues ranging from reviewing and updating policies, to approving the budget and material and service charge. Governing Council reviewed and endorsed the newly developed Site Improvement Plan. The plan's outcomes include 100% SACE completion while catering for diverse student learning pathways, and a focus on reading in the early years and reading and comprehension in the middle years. In this information rich world, there is an ever greater need be equipped to comprehend and distil a constant flood of information both as a student and a citizen.

During the year Governing Council was also involved in the process to fill the position of Principal, as the current 5 year term had expired, giving us a chance to review the school's direction. Dean McIntosh represented Governing council on the selection panel and we were pleased to be advised that Ali Bogle was re-appointed for a further 5 years.

Governing Council oversaw significant building and grounds works improvement, continuing the project of refreshing and updating the school's amenities. Next year (2020) senior students will use the new senior school learning space. This long awaited building replaces the old and tired prefab, and was built with funds available from the amalgamation with Port Vincent Primary School.

A redeveloped outdoor nature play area was completed, which has been hit with students of all ages. Thanks to those parents who helped laying the path on the working bee.

Governing Council with the school management team are well into planning and endorsement of the redevelopment of the gymnasium to take place in 2020. The roof will be fixed!

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. We believe having a canteen on site is advantageous and will continue to monitor the school's capacity to support it into the future.

# Improvement planning - review and evaluate

Our three focus areas for 2019 saw a commitment to improving reading in the early years, reading comprehension in the middle years and the ability to solve worded problems in maths using the six box strategy.

After thorough investigation in 2018 the Read Write Inc program was implemented across R - 2 (with some Year 3 students who had not yet achieved SEA).  This involved intensive staff training, a commitment to blocking 6 staff to the purchase and creation of resources and regular review and evaluation.  The results are showing great promise with our literacy coach commenting, "There are clear and exciting indicators of growth in the RWI data for students and in the observational data for writing in R - 1."  It is our intention to maintain this improvement goal and continue to track student growth.

Improving Reading Comprehension in the Middle School was the second of our goals for 2019.  The three MS English teachers developed a series of explicit differentiated teaching units using a range of resources which were implemented across three terms during an English block and with the support of two trained SSOs.  Probe data has been used to track student growth with all students across all year levels demonstrating at least 1 year's growth, and many 2 to 3 year's growth over the six month testing period.  The most significant growth has been for students with the least proficiency, and while many of these students still test below chronological age, we anticipate that they will make up this ground over the course of the next twelve months.  Our goal now is to embed the comprehension strategies that our MS students have been using across the curriculum 3 - 12 so that students will use common language around reading and reading comprehension at MDS.

Our goal around solving worded problems in Maths builds on our students capacity to read and comprehend in addition to their knowledge of maths processes.  Unpacking worded problems has been a focus for all teachers, not just Maths teachers, and while we have no definitive measure of success for our work toward this goal, we look forward to the 2020 Naplan results and gains for students in the higher bands.

While not specifically part of our SIP, we continue to focus on achievement in the senior years by incorporating quality assurance processes and case management for all SACE students.

Building the capacity of our teachers and staff is always high on our agenda.

# 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.
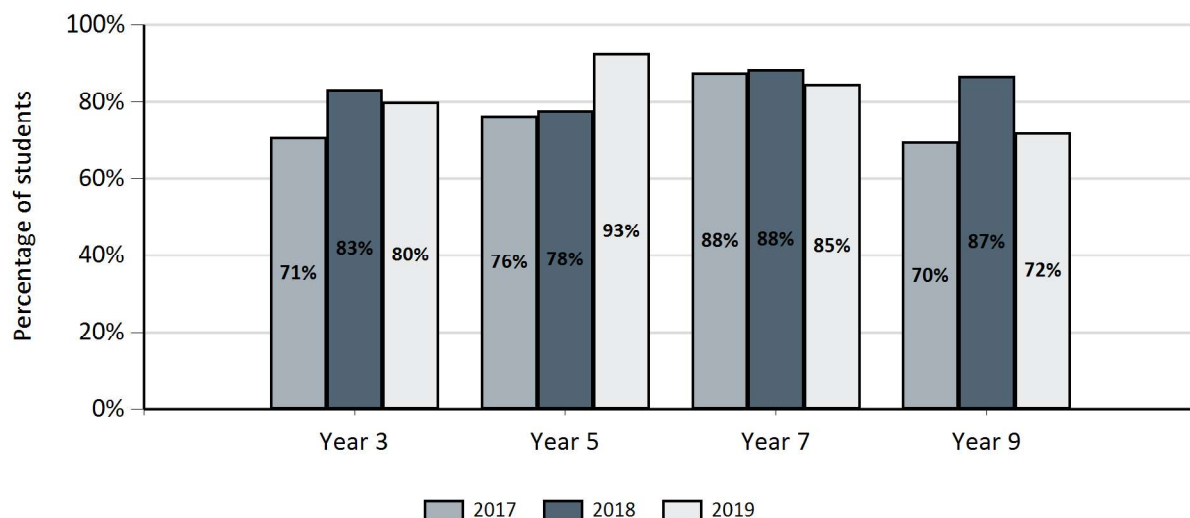
## Reading
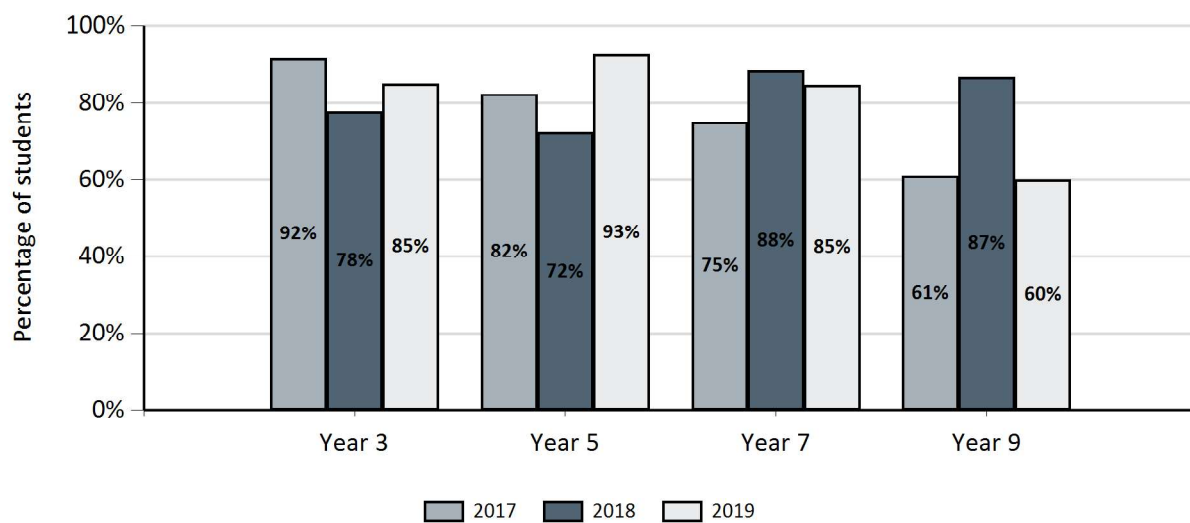


Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

## Numeracy



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.
*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 2017 to 2019 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% | 8% | 30% | 25% |
| Middle progress group | 61% | 58% | 50% | 50% |
| Lower progress group | 13% | 33% | 20% | 25% |

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.
*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% | 8% | 18% | 25% |
| Middle progress group | 52% | 92% | 47% | 50% |
| Lower progress group | 13% | 0% | 35% | 25% |

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.
*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 2017-19 average | 20.7 | 20.7 | 7.7 | 5.7 | 37% | 27% |
| Year 5 2019 | 27 | 27 | 11 | 7 | 41% | 26% |
| Year 5 2017-19 average | 20.7 | 20.7 | 7.0 | 4.3 | 34% | 21% |
| Year 7 2019 | 13 | 13 | 1 | 4 | 8% | 31% |
| Year 7 2017-19 average | 15.3 | 15.3 | 2.0 | 3.0 | 13% | 20% |
| Year 9 2019 | 25 | 25 | 1 | 2 | 4% | 8% |
| Year 9 2017-19 average | 21.0 | 21.0 | 1.3 | 2.3 | 6% | 11% |

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.
^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)

| 2016 | 2017 | 2018 | 2019 |
|------|------|------|------|
| 94% | 98% | 99% | 95.5% |

Data Source: SACE Schools Data reports, extracted February 2019.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. Data excludes non-A to E and Withdrawr Not Graded subject results.

## SACE Stage 2 grade distribution

| Grade | 2016 | 2017 | 2018 | 2019 |
|-------|------|------|------|------|
| A+ | 0% | 0% | 3% | 0% |
| A | 10% | 5% | 8% | 9.1% |
| A- | 15% | 10% | 14% | 21.2% |
| B+ | 19% | 13% | 17% | 24.2% |
| B | 20% | 16% | 16% | 9.1% |
| B- | 11% | 15% | 9% | 10.6% |
| C+ | 12% | 10% | 15% | 3% |
| C | 6% | 21% | 12% | 13.6% |
| C- | 1% | 6% | 5% | 4.5% |
| D+ | 4% | 2% | 0% | 3% |
| D | 2% | 0% | 1% | 1.5% |
| D- | 0% | 0% | 0% | 0% |
| 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 2019.
*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

| 2016 | 2017 | 2018 | 2019 |
|------|------|------|------|
| 91% | 96% | 100% | 100% |

Data Source: SACE Schools Data reports, extracted February 2019.
*NOTE: Reporting of data not provided when less than six students in the respective cohort.

| | 2016 | 2017 | 2018 | 2019 |
|---|------|------|------|------|
| Percentage of year 12 students undertaking vocational training or trade training | 47.6% | 60.8% | 63.6% | 53.33% |
| Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification | 88% | 96.4% | 100% | 100% |

# School performance comment

While NAPLAN proficiency, particularly at Year 9, may not have been as strong as in the past, there was strong upper progress in reading 3 - 5 and 7 - 9 and in numeracy 3 - 5, indicating the value add in these year levels. Achievement in the upper two bands was significant for the year 5 cohort in both Reading and Numeracy with 41% and 26% respectively, while the year 3s had 35% of students in the upper two bands in Reading and the year 7s 31% in Numeracy.

The MDS SACE results continue to reward both teachers and students for their efforts. We had a 100% SACE completion record in 2019, including Year 11 student who completed RP along with a school based apprenticeship. In the final SACE results, 74.24% of all Stage 2 grades were B- or above. All SACE completers who applied for tertiary entrance have gained a place - all bar one in their first preference. A number of Year 11 and 12 students were offered full time employment during the course of the year and after lengthy discussions with all concerned, left school and are gainfully employed in the local community. Finding the right pathway for students is something that MDS prides itself upon.

Other data sets including Read Write Inc, PAT and Probe data indicate that our students are making good progress and our staff continue to look for ways that they can improve their teaching in order to maximise our students' learning. Reflective practice and building staff capacity remain at the core of our improvement work.

# Attendance

| Year level | 2016 | 2017 | 2018 | 2019 |
|---|---|---|---|---|
| Reception | 96.7% | 88.5% | 84.8% | 93.3% |
| Year 1 | 98.2% | 91.8% | 92.7% | 90.0% |
| Year 2 | 95.4% | 95.0% | 93.0% | 93.5% |
| Year 3 | 97.2% | 94.7% | 95.5% | 95.9% |
| Year 4 | 98.1% | 94.8% | 92.9% | 96.4% |
| Year 5 | 97.0% | 94.5% | 93.6% | 94.3% |
| Year 6 | 94.5% | 95.7% | 94.4% | 94.5% |
| Year 7 | 95.0% | 96.1% | 94.0% | 92.4% |
| Year 8 | 93.2% | 92.1% | 92.0% | 94.8% |
| Year 9 | 91.9% | 92.8% | 87.9% | 92.2% |
| Year 10 | 92.0% | 89.8% | 91.7% | 90.5% |
| Year 11 | 92.4% | 94.4% | 89.5% | 88.4% |
| Year 12 | 88.2% | 92.7% | 94.5% | 89.2% |
| Secondary other | 100.0% | | | |
| Total | 94.3% | 93.1% | 92.2% | 93.1% |

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

# Attendance comment

It is concerning that while the majority of our school population have an exemplary attendance record, a small cohort of chronic and habitual absentees impact our otherwise strong attendance data. Reception attendance has significantly improved over the last two years reflecting a program which truly engages and excites the students to be here every day.
Care Group teachers follow up student absences, with a phone call home if no contact is made by parents. Parents are required to provide documentation to explain all absences.

# Behaviour support comment

In 2019 MDS recorded 7 formal suspensions for a range of unacceptable behaviours with two students accounting for 5 incidents.  An emphasis on building strong relationships between students and staff, students and students and parents and the school result in early intervention around behaviour issues which often reduces the impact and intensity of issues.
One parent complaint was recorded in the 2019 school year.
MDS continues to implement the CPC, cyber safety and restorative justice practices to encourage and support positive interactions within our school community.

# Client opinion summary

Once again we achieved growth in the number of respondents to the Parent Opinion Survey, with 37 responses (up 6 on 2018) and a greater spread over student year levels, with all years being represented. Overwhelmingly, parents responded positively to the items listed in the National parent questions, with no ratings falling under 3.7 and the majority over 4.  Interestingly, 'My child feels safe at this school' rated highest at 4.4, while 'Student behaviour is well managed" rated lowest at 3.7; this appears to be a contradictory result. A number of parents provided excellent additional feedback in a final optional question which will inform our practice into the future.

136 students responded which is 40 more than 2018.  The average rating for the National student questions did not fall below 3.6(one question) with students confirming again that teacher expectation of them is high, they feel safe at MDS, and our school looks for ways to improve, all high on the ratings.

Due to the DfE Perspective Tool not being implemented until 2020, we reverted to the Staff Opinion Survey once again, with survey results differentiated for teaching and support staff.  There was overwhelmingly positive response from teaching staff, with agree and strongly agree accounting for almost all responses to all questions.  Opinion was more varied from support staff whose perspective around teaching and learning and involvement in decision making around teaching and learning is different to that of the teaching staff.

# Intended destination

| Leave Reason | School | |
|---|---|---|
| | Number | % |
| Employment | 12 | 19% |
| Interstate/Overseas | 7 | 11% |
| Other | 0 | NA |
| Seeking Employment | 4 | 6.3% |
| Tertiary/TAFE/Training | 10 | 15.9% |
| Transfer to Non-Govt School | 13 | 20.6% |
| Transfer to SA Govt School | 17 | 27% |
| Unknown | 0 | NA |
| Unknown (TG - Not Found) | 0 | NA |

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

# Relevant history screening

Regular monthly review of the site list of relevant history screening to support staff, visiting professionals and volunteers is undertaken as part of the regular duties of the Administrative Assistant to the Principal.  Departmental employees are encouraged to apply for screening renewal as soon as they receive a reminder email.  The new teacher registration requirement for a Working With Children Check has added an additional administrative burden on the school.

# 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 | 29 |
| Post Graduate Qualifications | 7 |

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

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 | 20.2 | 0.0 | 12.6 |
| Persons | 0 | 22 | 0 | 19 |

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

# Financial statement

| Funding Source | Amount |
|---|---|
| Grants: State | $13607 |
| Grants: Commonwealth | $35837 |
| Parent Contributions | $73,879 |
| Fund Raising | $4243.80 |
| Other | |

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

# 2019 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 2019 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 behaviour management and engagement | Provision of one to one and small group support for students with challenging behaviours | Maintained low rates of SBM incidents. |
| | Improved outcomes for students with an additional language or dialect | N/A | |
| | Improved outcomes for students with disabilities | One to one and small group support for differentiated programming to support students with special needs | Students demonstrating achievement of the appropriate SEA or NEP goals |
| Targeted funding for groups of students | Improved outcomes for<br>• rural and isolated students<br>• Aboriginal students<br>• numeracy and literacy including early years support<br>First language maintenance and development<br>Students taking alternative pathways<br>Learning difficulties grant | Funding provides transport for students to travel to access learning opportunities for subject requirements not available locally, and for incursions of wellbeing, education and cultural programs<br>Access to SAASTA and SAASTA Connect for two eligible students and Cluster ACEO who visits regularly to provide support to our Aboriginal students<br>Implementation of Read Write Inc and intervention in the early years to support reading acquisition<br>Support for students accessing VET and SBA opportunities and alternate programs to deliver a future pathway option | SACE Achievement (inc. VET/Cert qualifications)<br>ATSI students engaged with clear pathways<br>Early years SEA improvement<br>Retention, attendance and engagement |
| Program funding for all students | Australian Curriculum | Read Write Inc implementation in the Early years is providing the literacy foundation required by students to reach SEA in the AC | Students demonstrating achievement of the appropriate SEA or NEP/OCOP goals |
| | Aboriginal languages programs initiatives | N/A | |
| | Better schools funding | Implementation of Read Write Inc program in R - 2 (additional staffing/staff training and resources) | Students demonstrating achievement of the appropriate SEA or NEP goals |
| Other discretionary funding | Specialist school reporting (as required) | One to one SSO support for student with identified challenging behaviour | Successful engagement and progress toward SEA |
| | Improved outcomes for gifted students | N/A | |
| | Primary school counsellor (if applicable) | N/A | |