



Melrose Primary School 2016 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Melrose Primary School Number: 253

Partnership: Flinders

Name of School Principal:

Gail Murphy

Name of Governing Council Chair:

Tess McCallum

Date of Endorsement:

22/02/2017

School Context and Highlights

Melrose Primary School (MPS) is a small rural school in the township of Melrose, situated in the Southern Flinders Region. It is an integral part of the Melrose district and highly valued by the community. At MPS, community involvement is strongly promoted and valued.

The students who attend Melrose PS live in the township and surrounding area. Student enrollment numbers have fluctuated between 21-25 in the past couple of years. The school caters for two composite classes of small numbers. Depending on student numbers the classes are usually arranged as a Junior Primary class (R-2) and Mid/Upper Primary class (Years 3-7).

Highlights for 2016:

In Term 1 we welcomed our two new teachers, Penny McCulloch and Julianne Curtis. We also welcomed our new reception children: Maisie, Lara and Eva. Student leaders: Eliza, Lucy, Kes and Imogen were inducted into their leadership role.

In Term 3, Brooke Gamlen was appointed .2 (1 day per week) in the JP class and Leonie Thomas .2 as tutor for the intervention program.

At the AGM, a new Governing Council was formed and new office bearers elected. The Governing Council members were actively involved in school operations and worked well together to bring about positive developments in the school.

The staff and students organised a special Community Assembly to recognise the citizenship of two community members. Avis Clarke was congratulated for receiving the Rowan Ramsey Award. Deanne Perry and her family were recognised for their generosity in creating an outstanding Kindness Bench in remembrance of Mr Terry Anderson.

One of the Flinders Partnership's incentives in 2016 was to introduce the concept of developing a Growth Mindset culture into the partnership schools. To initiate this project, a Student Free Day was organised at Peterborough for all staff working within the partnership. The presenter James Anderson instructed the group in the theory and practice related to Growth Mindset. This work was ongoing throughout the year, yielding positive results for teaching and learning outcomes.

The MPS community were involved in an External Review process in Term 3. MPS will work on the required directions from 2017 onwards. It was validated that MPS has developed a strong learning culture and positive connections to the community.

Governing Council Report

Report: Tess McCallum, Chairperson of the Governing Council.

There were 21 children enrolled in 2016. Two new teachers were welcomed: Penny McCulloch in the Junior Primary class and Julianne Curtis in the Upper Primary class.

Each term children experienced a range of activities and events. Term 1 included swimming lessons, Sports Day at Booleroo, Harmony Day, an Easter egg hunt and excursion to Port Germein.

Term 2 was just as busy with the Upper Primary going on a tour of the Curtis' orchard, students buying Mother's Day gifts at Remarkably Made, cooking with Kyoko, Kes attending Cross Country SAPSASA, a Planet Rhythm drumming workshop, the Magic Theme Tuck Day and assembly, Fat Tyre Festival, Road Safety lessons and the camp in Adelaide with accommodation at the West Beach Caravan Park.

Term 3 saw the start of transition for the school's newest members: Anna, Grace, Myah and Sol. They start Reception in 2017. Eliza and Connor represented the school at SAPSASA in athletics. School photos were taken and students were involved in an Australian themed Book Week.

Finally Term 4, the crazy term as this term always flies by! There were hip hop dance lessons, the Mad World performance, White Ribbon Day and the Show and Awards Day when we all got to meet the new principal Murray Koster. The term ended with the End of Year Celebration/Presentation evening and the student wind up of Splash Day/Casual Clothes Day. MPS may be a small school but our kids never miss out and I believe that they get more opportunities in our small school than in other larger schools.

This year the school underwent an External Review, with amazing results. It's a real credit to Gail and the staff for our outstanding result. The staff were commended on the work done in engaging students in their learning. By talking through test results with students on an individual level, they became reflective learners. I am proud to say that my children go to MPS as I know they are getting the best from their teachers and their teachers are striving to become better for their students.

Suzanne has done outstanding work in the Playcentre. I thank all the Governing Council members for doing a great job. I congratulate Sharee for the excellent fundraising result. I thank Gail for having the best interest of students at heart and Meridee for always being ready to help.

We farewell the following people and wish them well in 2017: Suzanne, Penny, Gail, Imogen and Eliza and Lucy and their families.

Improvement Planning and Outcomes

Partnership and School Initiatives - Results Plus:

Across South Australia all partnerships are involved in the Results Plus training. In 2016 the training centers around increasing an understanding of the four expectations of the Results Plus initiative. The focus then is to implement these expectations.

The four expectations are:

- A. Track, monitor and respond to every learner's growth.
- B. Have a numeracy and literacy improvement cycle.
- C. Enact changes in pedagogical practices.
- D. Identify and enact clear intervention processes.

In 2016, the staff at MPS worked across the four expectations with a particular focus on Expectations A and D. During staff meetings, staff collectively analysed student results. Student progress was closely monitored with appropriate interventions implemented as soon as possible.

A new focus and expectation of developing growth mindsets across the school, resulted in students becoming more confident in accepting learning challenges. They understood that in the process of learning new skills, mistakes are made. Through explicit teaching and regular classroom conversations, the majority of students realised that in order to become powerful and resilient learners they needed to adopt Growth Mindset strategies.

The 2016 SIP (Site Improvement Plan) was reviewed each term by staff. Discussions centered around devising effective teaching and learning strategies and acquiring quality resources to inspire and strengthen student learning. The process involved reviewing and improving ILPs (Individual Learning Plans) using SMART (Specific, Measurable, Attainable, Realistic and Timed) goals. In Terms 1 and 3, long term goals were set at Three-Way Conferences involving parents, teachers and students working collaboratively. Short term goals or steps towards achieving goals were identified cooperatively with students in class time. A new initiative of creating a Reach for the Stars goal setting wall has been successful in making student goals visible and more explicit. The outcome was that students referred to their goals more often and strove harder to achieve them. This strategy also supported the development of a greater understanding for parents, teachers and students about the importance of goal setting in progressing learning. Students were able to clearly articulate their goal setting to the External Review panel.

Due to unsatisfactory results in the Year 3 NAPLAN tests in 2016, an experienced teacher was employed one day per week in Terms 3 and 4 to plan an intervention program. Individual students underwent explicit tutoring to develop their learning, related to specific needs.

Teachers reported that the progress of students in the intervention program was obvious in their classroom learning. Through the ongoing monitoring of student's progress using a range of formative assessment strategies, including daily observations and conversations, as well as student reflections, it was clearly evident that student learning had grown considerably.

A high majority of students from Years 1-7 met the DECD SEA (Standard of Education Achievement) of reaching Grade C or above in all of the Australian Curriculum learning areas. When comparing student results from 2015, there was an increase in the amount of A and B grades achieved across subjects and year levels. Through using Growth Mindset strategies and the determination to succeed, students had achieved greater learning outcomes.

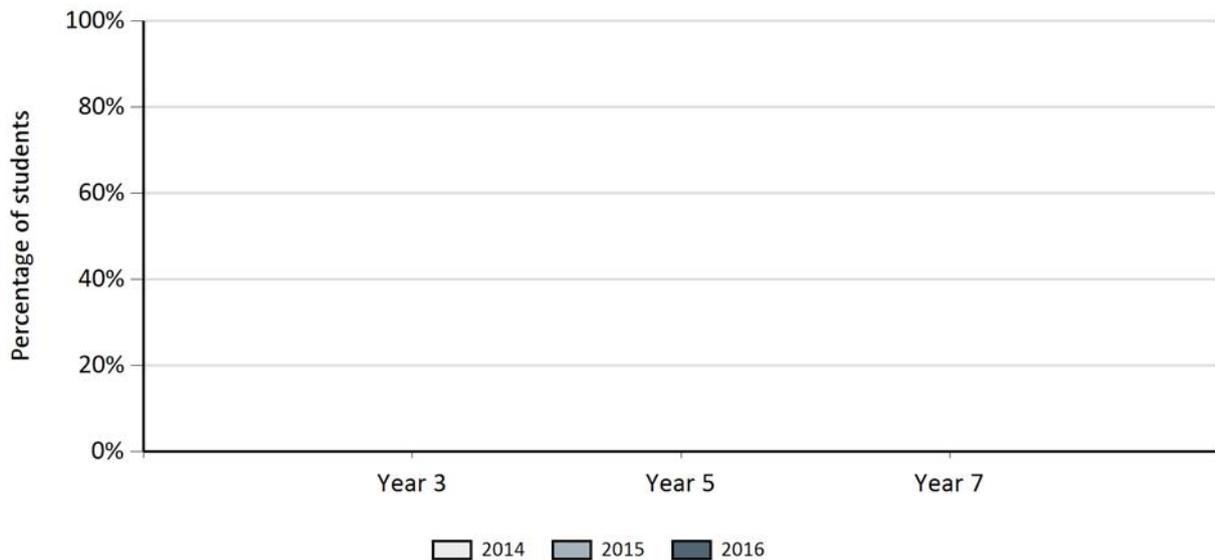
In the final student summary report of 2016, the majority of students commented that they had improved in the areas of learning that had previously been difficult for them.

Performance Summary

NAPLAN Proficiency

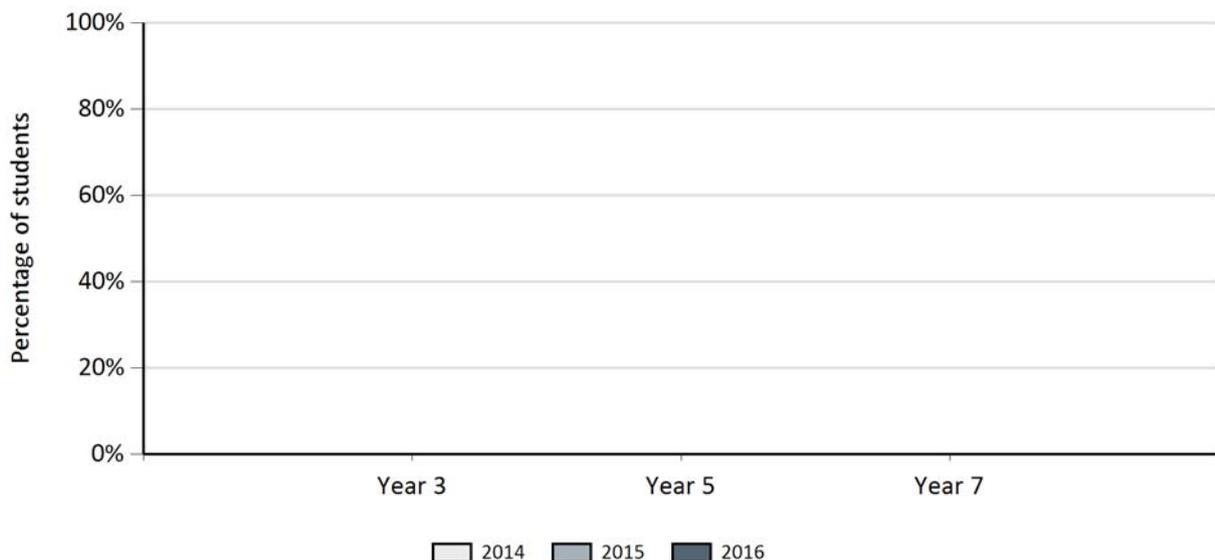
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *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 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

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

Data Source: DECD special extract from Student DataWarehouse, September 2016.

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

Numeracy

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Data Source: DECD special extract from Student DataWarehouse, September 2016.

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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 2016	*	*	*	*	*	*
Year 3 2014-16 Average	*	*	*	*	*	*
Year 5 2016	*	*	*	*	*	*
Year 5 2014-16 Average	*	*	*	*	*	*
Year 7 2016	*	*	*	*	*	*
Year 7 2014-16 Average	*	*	*	*	*	*

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

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

**NOTE: Percentages have been rounded off to the nearest whole number.

School Performance Comment

Analysis of NAPLAN data for 2016:

DECD SEA (Standard Education Achievement) for Year 3 NAPLAN tests is BAND 3. Achievement greater than BAND 3 is referred to as HIGHER BANDS (HB).

Year 3 RESULTS:

Numeracy: 33.3% achieved SEA

Reading: 33.3% achieved HB

Writing: 33.3% achieved HB

Grammar: 33.3% achieved SEA

Spelling: 66.7% achieved SEA

Comment: In 2016, it was the first year that this cohort of students had participated in NAPLAN tests. Students had difficulty in remaining focused for the entire testing period and did not attempt all questions. Students commented that they didn't fully understand some of the questions, therefore it was difficult to answer these questions.

It was also evident that there were gaps in the students' learning which needed addressing. In Terms 3 and 4, a concise intervention program for individual students was planned based on data collected and analysed from a range of tests. One to one tutoring, along with targeted teaching in the classroom has lifted each student's achievement.

DECD SEA for Year 5 NAPLAN tests in BAND 5. Achievement greater than BAND 5 is referred to as HIGHER BANDS (HB).

Year 5 RESULTS:

Numeracy: 100% achieved HB

Reading: 100% achieved HB

Writing: 100% achieved SEA

Grammar: 100% achieved HB

Spelling: 100% achieved HB

Comment: This is an excellent result in the Year 5 NAPLAN tests.

DECD SEA for Year 7 NAPLAN tests in BAND 6. Achievement greater than BAND 6 is referred to as HIGHER BANDS (HB).

Year 7 RESULTS:

Numeracy: 100% achieved HB

Reading: 50% achieved SEA and 50% achieved HB

Writing: 50% achieved SEA and 50% achieved HB

Grammar: 50% achieved SEA and 50% achieved HB

Spelling: 50% achieved SEA and 50% achieved HB

Comment: The Year 7 NAPLAN results correlated with the work that the students produced in the classroom. These results are indicative of the knowledge and skills developed through consistent, focused learning in the primary years of schooling.

Attendance

Year level	2014	2015	2016
Reception	90.1%	95.3%	91.9%
Year 01	94.0%	95.0%	97.6%
Year 02	96.1%	94.8%	72.7%
Year 03	92.5%	95.3%	95.4%
Year 04	97.0%	95.3%	88.6%
Year 05	90.9%	69.0%	95.5%
Year 06	93.5%	98.0%	99.0%
Year 07	92.9%	99.3%	98.5%
Total	93.6%	94.6%	91.6%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

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

Attendance Comment

The attendance rate at MPS dropped to 91.6% in 2016. The main reasons for absence were: Medical, dental, family reasons, extra curricula outside of the school and periodic illness mainly due to colds and flus. There were no unexplained absences.

The MPS Attendance Guidelines and Procedures were ratified by the Governing Council. These guidelines clearly outline the correct procedures and the roles and responsibilities of parents, teachers and students.

The main contributing factors to good attendance is student wellbeing, a sense of belonging in the school, and a love of learning.

Behaviour Management Comment

Student Management and Development:

At MPS the Assertive Discipline Model is the basis to student management and development. The main strategies used are: Thinking about behaviour as choice, using logical consequences rather than threats and punishment, adopting positive reinforcement for desired behaviour and addressing the situation rather than the student's character.

The prime focus is on meeting the teachers rights to teach and the students rights to learn in a secure and nurturing classroom environment. The expectation is that students follow the school's behaviour code and take responsibility for their behaviour choices.

Students are expected to report problems so that they can be resolved. Students are developing self discipline.

Client Opinion Summary

All parents were invited to fill out a Parent Opinion Survey about Melrose Primary School in September 2016. Thirteen surveys were sent out and the school received seven surveys back.

The sections of the survey were:

Section One: We would like to hear your thoughts about the school. Rate what is generally your experience in regard to the following:

- 1) The school brings the best out in each child. Results: Yes:7
- 2) Progressive teaching methods are used. Results: Yes:4 - Mostly:3
- 3) Students have easy access to technology. Results: Yes:6 - Mostly:1
- 4) Incidents of bullying are noticed and dealt with. Results: Yes:4 - Mostly:2 - Unsure:1
- 5) School reports give clear feedback about progress. Results: Yes:4 - Mostly:2 - No:1

Section Two: What words or phrases would you use to describe the school to others?

Parent Comments: Students have individualised programs, Positive social nature of a small school, Spelling and Maths are strong, Supportive, understanding, friendly, passionate and caring, Love this school.

Section Three: What do you regard as the most positive aspects of the school?

- 1) Does your child like going to school each day? Results: Yes:4 - Mostly:3
- 2) Does the school help your child deal with anxious emotions? Results: Yes:4 - Mostly:2 - No:1
- 3) Would you recommend this school to others? Results: Yes:6 - Mostly:1
- 4) Do staff know and appreciate your child's qualities? Results: Yes:5 - Mostly:2

Section Four: General Comments: Is there anything else you would like us to know?

Parent Comments: Keep up the great work, Work habits and routines in the Upper Primary Class have had a positive effect on my child, Melrose Primary School is a great school and it would be good if families who are zoned to Melrose are not given such easy access to attend Booleroo Centre District School.

Summary:

The parent survey was shared with the staff and overall they felt that the feedback was positive. Staff appreciated that their dedicated work is valued and recognised.

The staff all agree that MPS is a friendly school. They strongly believe that this is due mainly to the collaborative and supportive work of the whole school community, who work closely together to provide interesting and positive learning experiences for all students.

The ethos of striving for continual improvement has a strong focus on the development of positive working relationships across the whole school sector. This is a real strength and was recognised by the External Review panel.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	3	100.0%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

All employees of a part-time, full-time or casual basis employed by the Department for Education and Child Development (DECD) are required to have a current history screening.

Teachers are screened through the Teachers Registration Board of SA as part of the registration process which occurs every three years.

All DECD employees are advised when their history screening is due and re-apply.

Parents attending the three day camp in Adelaide had an up to date history screening.

Volunteers need to have a current history screening if their own child is not involved in the service or activity.

Teacher Qualifications and Workforce Composition

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	5
Post Graduate Qualifications	1

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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	2.4	0.0	1.5
Persons	0	3	0	2

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	\$470,415.12
Grants: Commonwealth	\$5,478.48
Parent Contributions	\$4,200.00
Fund Raising	\$2,489.99
Other	\$1578.25

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

2016 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 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	N/A	
	Improved Outcomes for Students with an Additional Language or Dialect	N/A	
	Improved Outcomes for Students with Disabilities	N/A	
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	We used the Rural Index funding to provide enrichment activities: Whole school camp, attending a variety of performances and Hip Hop dance sessions. N/A Literacy and Numeracy resources were acquired to support the teaching and learning in Maths and English. From the Early Assistance Grant, new readers were purchased. N/A N/A Students with learning difficulties benefited from 1-1 tutoring in Terms 3 and 4.	Attainment + of DECD standard in reading levels
Program Funding for all Students	Australian Curriculum	Funds were used for teachers' professional learning and providing release time for teachers to work with CPAC (Curriculum Primary Australian Curriculum) Advisor as well as purchasing new resources.	Considerable growth in learning outcomes, increased number of students achieving grades A-B
	Aboriginal Languages Programs Initiatives	N/A	
Other Discretionary Funding	Better Schools Funding	The funding was used to buy a variety of resources including laptops and ICT programs to enhance and improve student learning.	High majority of Years 3-7 students reached the DECD PAT R and PAT M standards
	Specialist School Reporting (as required)	N/A	
	Improved Outcomes for Gifted Students	The high performing students in Years 3/5/7 achieved higher bands in NAPLAN in specific learning areas. Years 5 and 7 students retained higher bands in most of the tests from previous NAPLAN results.	
	Primary School Counsellor (if applicable)	N/A	