



Melrose Primary School 2017 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:

Mr Murray Koster

Name of Governing Council Chair:

Mrs Tess McCallum

Date of Endorsement:

28 February 2018

School Context and Highlights

Melrose Primary School is a small school in the Southern Flinders Ranges with an enrolment of 22 students in 2017, from Reception to Year 7. The school population is stable and has a strong community culture and positive spirit which has contributed to a successful and productive 2017.

The school population was divided between two full time classes, Reception – Year 2 (12 students) and Years 3 – 7 (10 students).

At Melrose Primary School our school values of Respect, Excellence, Honesty and Responsibility are embedded in all that we endeavour to achieve. A safe and inclusive learning environment is evident and there is a strong sense of belonging and wellbeing. Positive relationships are at the centre of our beliefs and are used to foster and maintain positive student engagement.

The school is part of the Flinders Partnership, joining with the following sites for staff professional learning opportunities, sporting activities and cultural experiences: Peterborough High School, Peterborough Primary School and Yunta Campus, Peterborough Community Preschool, Orroroo Area School, Wilmington Primary School, Booleroo Centre District School and Booleroo Centre and District Kindergarten.

The Governing Council and staff have worked tirelessly to achieve the best possible learning outcomes for all students.

Parent support is a strong feature, with most families represented through membership on the Governing Council. All families have provided support to the school, staff and students in some way during the year.

Activities conducted throughout the year provided many varied and special educational experiences, which on reflection resulted in heightened learning, positive interactions and fun.

Highlights for 2017 include:

Continued academic achievement across all areas of learning

Closer collaborative links with schools in the Flinders Partnership through professional learning for staff and also for students

An increased focus on pedagogical practices - the way we teach and learn. This led to a focus on Individual Learning Plans for all students through a three-way partnership - students, parents, teachers.

School Open Day

Nature Play Day with Wilmington Primary School

Whole School Camp

Upper Primary Camp with Wilmington Primary School

Introduction of recorder lessons in our school's music program

Participation in the Young Environmental Leaders Program

As a small school the students learning has focused on individual learning and team work. 

Governing Council Report

The Governing Council members for 2017 are as follows:

Chairperson - Tess McCallum, Deputy Chair - Lachie McCallum

Treasurer - Donna Murnane, Deputy Treasurer - Sarah Goldsworthy

Secretary - Kerrin Lee-Bruce, Deputy Secretary - Jessica McCallum

Principal - Murray Koster, remaining Councillors - Elishia Sanders and Kris Blieschke

We started the 2017 year with a new Principal. Murray Koster's hard work and dedication to his role, saw many valuable changes throughout the school. His ideas and new approach has brought a new life into the school, and has made a happy and safe learning environment for all students and their families.

\$2606.06 was the total profit raised by the fundraising committee, I am enormously proud of this group and the families of all students for their hard work and commitment. I look forward to next year's fundraising ideas and projects.

This year saw the completion of the Cubby-house area, with the painting of the house in rainbow colours, the laying of the artificial turf, the installation of the sand pit, shade sail, water-tank and purchase of the play accessories. This area has become so popular that the teachers had to implement a roster to allow all children time to play there. We successfully relocated all the raised garden beds and transformed them into self-sustaining wicking beds. Our new football goal posts and netball rings were installed, much to the delight of our students. The purchase and installation of our new induction oven has provided a clean and safe environment for students to cook and taste the food that they grow. With the removal of the old gas oven, we were able to also remove the obsolete classroom gas heaters and the gas bottles which are no longer required.

Projects that we are considering in 2018 are the completion of the raised garden beds to allow for the 2018 growing season and restoring the hot-house which will be a valued step towards teaching students how to propagate and grow their own plants. We as a school aim to teach the students about producing their own food to cook and eat and to take care of animals. Reuse, recycle, fix and to think outside the box when it comes to projects is important learning for all students, as the world has become such a disposable society, it is consequently vital to change our future generation's impact on our planet.

I look forward to the 2018 year and all that it brings.

Tess McCallum Governing Council Chairperson

Improvement Planning and Outcomes

We have based our improvements in 2017 by following the recommendations of the External School Review undertaken in September 2016. The four recommendations are,

One: Embed the Australian Curriculum, TfEL and the Assessment Standards at the site level and, collaboratively, with like schools.

Two: Staff develop competence in analysing multiple measures of learning data and use the data to provide greater congruence between cohort, classroom planning and the School Improvement Plan.

Three: Develop, strengthen and embed pedagogical practices to design learning and tasks that engage, stretch and challenge students to think critically and creatively.

Four: Promote authentic student influence in learning by developing in students a clear understanding of learning intentions and the capacity to engage with feedback, data and the evidence that enables learning-related, individual goal-setting

We spent time making the above directions work for us and have developed our School Improvement Plan to achieve our four recommendations over 2017, 2018 and 2019.

During 2017 we have commenced this work by:

- Deepening and increasing our understanding of the Australian Curriculum (AC). We have focused on embedding the AC and assessment standards in all student learning.

- Moderating units of work based on the AC thereby developing competence to moderate and assess grades A to E.

- Using TfEL as our framework to support pedagogy through discussions at weekly staff meetings and actioning pedagogical practices in classes.

- Developing Individual Learning Plans (ILPs) for all students.

- Developing competence in analysis of multiple measures of data – PAT Tests, NAPLAN, Miscue Analysis.

- Focusing on the teaching of Maths as part of our Flinders Partnership professional learning program. This work also included working with the same year level teachers from schools within the partnership in the area of Learning, Design and Moderation. Staff have focused on teaching practices to design learning tasks that engage, stretch and challenge students to think critically and creatively in mathematics.

- Introducing student learning plans, goal setting and regular reviews to support student efficacy and family involvement. There is still room for improvement in this area however teacher practices and student understanding of this visible learning initiative are now in place for long term improvement.

Our work in Visible Learning is becoming our school improvement strategy.

Our Visible Learning focus is on improving teacher quality.

Our Impact Coach is leading this work however with such a small staff the strategy we have adopted is, 'the group changing the group'.

Staff believe it is through changing habits of teaching that we will get long-term sustained improvement.

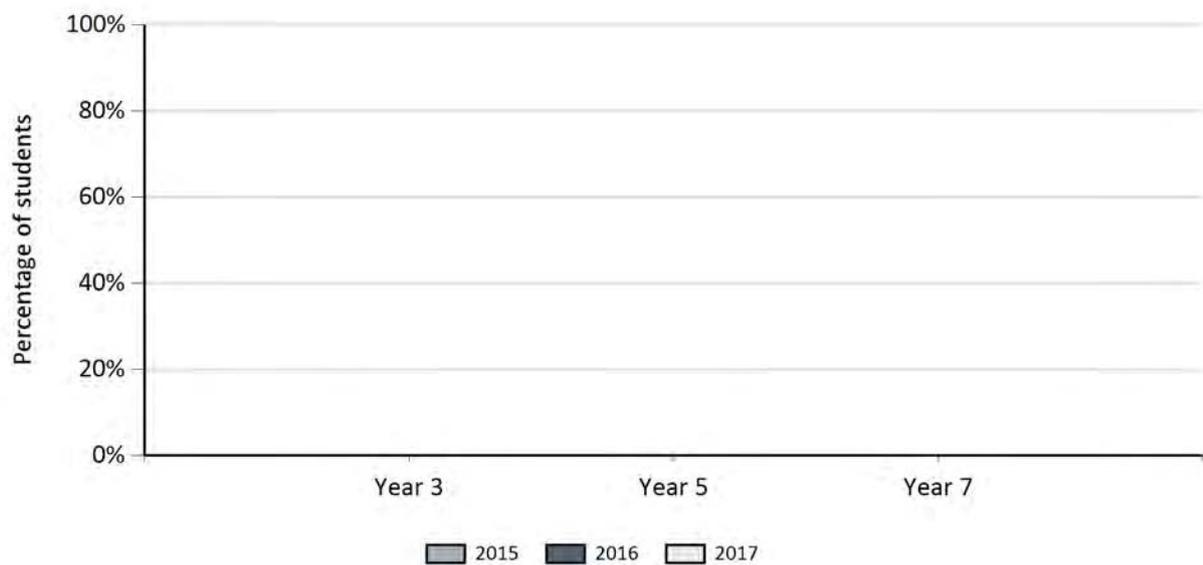
We have over the 2017 period, improved our understanding and use of data. i.e. knowing the evidence of impact and sharing the data with students, promoting further ownership of learning for both students and teachers in the attainment of targeted improvement goals.

Performance Summary

NAPLAN Proficiency

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

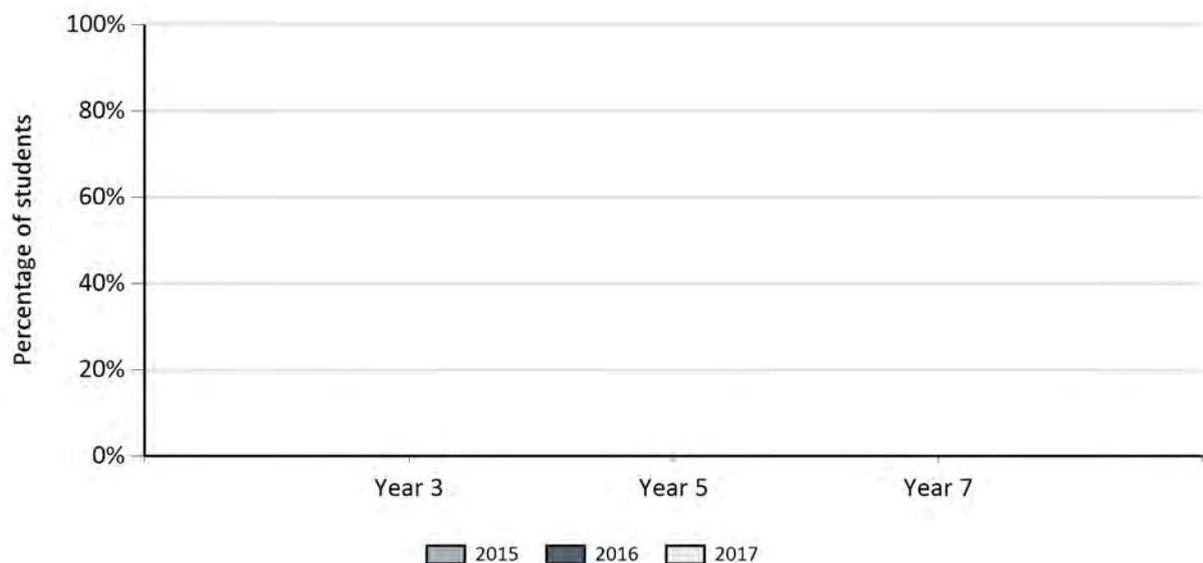
Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

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

Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

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

NAPLAN Progress

The data below represents the growth of students from 2015 to 2017 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

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

Data Source: DECD special extract from Student DataWarehouse, July 2017.

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

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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 2017	*	*	*	*	*	*
Year 3 2015-17 Average	*	*	*	*	*	*
Year 5 2017	*	*	*	*	*	*
Year 5 2015-17 Average	*	*	*	*	*	*
Year 7 2017	*	*	*	*	*	*
Year 7 2015-17 Average	*	*	*	*	*	*

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

[^]includes absent and withdrawn students.

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

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

School Performance Comment

NAPLAN

There were strong achievement results in both Year 3 and Year 5.

Due to the low numbers of students in the Melrose Primary School NAPLAN cohort, it is not appropriate to report in detail to ensure anonymity of individual students. Individual student reports were sent to all families of students tested.

On the whole, student results were good with growth noted in all aspects of the tests.

In Numeracy all Year 3 and Year 5 students achieved above the National Minimum Standard for their year levels. In particular the Year 5 results indicated relative high gain of achievement compared with their Year 3 results.

There were also students who achieved in the higher bands and students who were very close to achieving a higher band result.

PAT-R & PAT-M: Years 1 to 6

These tests were conducted in September and particularly informed direction for classroom work.

Teachers are using the PAT test results to inform teaching practices and using the results with students in their personal learning goals, and in striving for excellence with intention. Areas of challenge identified provide the school with its focus areas such as inference, interpretation of explicit information and reading comprehension in Literacy work and problem solving in Mathematics. Some students are receiving 1:1 student support with the school's SSO to further develop their understanding of concepts from the PAT Tests that they have not as yet mastered.

Running Records Years 1 and 2

100% Year 1s are reading at or above their recommended reading level.

100% Year 2s are reading at or above their recommended reading level.

DATA

Anything and any data that alerts us to thinking more about practices and approaches, is constructive and beneficial. Our staff and exemplary teaching are powerful assets in all the efforts to help our students learn and improve.

As Professor John Hattie states:

The need for passion about, and to promote the language of learning: it requires a passion to see the impact of one's teaching to maintain the energies, the mission and the attentions to student learning. It also requires a narrative about effort, learning, high expectations and avoiding a language of labels, ability and low expectations.

This is what is driving our intent for change.

Attendance

Year level	2014	2015	2016	2017
Reception	90.1%	95.3%	91.9%	94.7%
Year 1	94.0%	95.0%	97.6%	94.7%
Year 2	96.1%	94.8%	72.7%	96.1%
Year 3	92.5%	95.3%	95.4%	93.6%
Year 4	97.0%	95.3%	88.6%	89.7%
Year 5	90.9%	69.0%	95.5%	94.6%
Year 6	93.5%	98.0%	99.0%	71.4%
Year 7	92.9%	99.3%	98.5%	
Total	93.6%	94.6%	91.6%	92.4%

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

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

Attendance Comment

Attendance showed a small increase from 2016. Our policy is to contact parents on the morning of the absence if we have not heard from them before. We encourage parents to let us know on or before the day of absence.

In 2018 we will be reviewing our Attendance Policy.

Behaviour Management Comment

Melrose Primary maintains a safe and happy learning environment.

The school's Behaviour Code and No-Bullying policy documents are utilised to ensure consistent restorative practice across the school community.

During 2017, there were two situations which required informal Principal-Parent conversations to resolve student relationship issues. There were no suspensions or exclusions during 2017.

Reminders, conversations and lessons in class and at assemblies are ongoing to reinforce positive behaviour and appropriate social skills.

The behaviour of students at Melrose Primary School overall was excellent during 2017.

Client Opinion Summary

Parent Opinion Surveys were administered during Term 4.

Overall these surveys demonstrated a strong agreement that teachers were providing quality learning programs, positive relationships with students and families, opportunities to be involved in the school and safe learning environments as overall most responses were rated strongly agree and or agree.

Of the 8 parents who responded, one parent disagreed that:
Teachers at this school treat students fairly
The school is well maintained
Student behaviour is well managed.

We therefore need to reflect and act on these responses so as to continue to improve in these areas. Our Behaviour Management Policy is to be reviewed in 2018. We will need to demonstrate to families and students that we are an inclusive school where all students and families are treated equally and fairly and that our school values of Respect, Learning, Honesty, Responsibility and Excellence are lived by all in our community.

Interestingly 25% of parents who responded indicated that they neither disagreed or agreed that the student behaviour is well managed at this school, which may indicate that we need to work on consistency of reporting and communicating with parents in this area.

Student Wellbeing and Engagement Survey

Of the students surveyed

86% were happy at school.

86% believed the school had a positive climate.

All students indicated positive engagement with their teachers.

There was an indication of victimisation happening among students. This indicates the school must do more to address this situation. Our goal in 2018 is to achieve in the student survey no student victimisation occurring.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	2	33.3%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	4	66.7%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

DECD Relevant History Screening

During 2017 we reviewed relevant screenings of support staff, volunteers and visitors. Processes were considered to be clear, relevant and current. Documentation continues to be centrally collected and updated.

With children from 11 families attending the school, Governing Council have offered all parents to fund their Police Clearance if they believe they will attend school camps and or sleepovers.

A clear understanding has been made verbally with community volunteers as to the need to have a current relevant screening. This information has also been included in the school newsletters.

Teacher Qualifications and Workforce Composition

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	8
Post Graduate Qualifications	2

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

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	2.6	0.0	1.2
Persons	0	3	0	2

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

Financial Statement

Funding Source	Amount
Grants: State	\$6500.00
Grants: Commonwealth	\$545,261.36
Parent Contributions	\$4330.51
Fund Raising	\$4166.51
Other	\$1000.00

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

2017 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
	Improved Behaviour Management and Engagement	N/A	Ongoing progress to achieve 96% attendance
Targeted Funding for Individual Students	Improved Outcomes for Students with an Additional Language or Dialect	N/A	N/A
	Improved Outcomes for Students with Disabilities	N/A	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	The Rural Index provided funding for: whole school camp, Upper Primary Combined Camp with Wilmington, Arts performances at Orroro and Booleroo Centre and swimming lessons and a Science Expo at Wilmington. N/A Aboriginal students Literacy and Numeracy resources were purchased to support the teaching and learning in English. From the Early Years Assistance Grant new readers and Jolly Phonics resources were purchased. N/A EAL students N/A Students with learning difficulties received 1:1 SSO support	Students were able to access these programs.
Program Funding for all Students	Australian Curriculum	Funds used for Teachers professional learning and provided release time to work Flinders Partnership Curriculum Consultant.	
	Aboriginal Languages Programs Initiatives	N/A	N/A
Other Discretionary Funding	Better Schools Funding	The funds were used to purchase 3 laptops and 9 iPads to improve and add value to learning opportunities and to further improve student learning and engagement.	This is aligned to student individual learning plans
	Specialist School Reporting (as required)	N/A	N/A
	Improved Outcomes for Gifted Students	The higher performing students in the Primary Years have been given some 1:1 time to articulate their learning goals so as to challenge and stretch their learning.	This is aligned to student individual learning plans
	Primary School Counsellor (if applicable)	N/A	N/A