

Mil Lel Primary School 2017 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Mil Lel Primary School Number: 265

Partnership: Blue Lake

Name of School Principal:

Suze Ricketts

Name of Governing Council Chair:

Tim Scanlon

Date of Endorsement:

21 February 2018

School Context and Highlights

In 2017, Mil Lel Primary School celebrated 150 years of education. We started the year with a new Principal in the first year of her tenure and two new staff members, Michelle Schutz (Reception/Year 1) and Julie-ann Sams (Year 4/5). Student enrolments in January were 101 however our total school enrolment at the end of 2017 was 92 students. A number of families elected to send their children to both local government and non-government schools and other families moved from the Mount Gambier region. Enrolments were composed of 4% Aboriginal students and 3% students with learning disabilities.

Term One highlights included, Acquaintance Night, Swimming, Clean Up Australia Day, Harmony Day, Championship Sprints, Mil Lel Sports Day, which was won by Banksia, and District Sports Day where we rallied and showed great spirit to achieve third overall. The school's 150th Celebration was undoubtedly the most notable event of our school calendar in 2017. We celebrated this occasion with an Open Day where students gave tours of the school and displayed their learning. The Parent Club were integral to the success of this event, collating recipes from families in the community to produce a magnificent cookbook titled, 'A Taste of Mil Lel' and organised the reunion dinner at The Barn Palais. Other ways the school marked the occasion included laying of the commemorative stone, mural, trees bought at silent auction and commemorative pavers.

Other highlights throughout the year included; 'Move It' where our students showcased their collective talents to bring our 'great inventors' story to life. The installation of our new play equipment by parent volunteers and our new flag pole to show our acknowledgement and respect for the first Australians, Mad Minute, Book Week, and Canberra Camp where our Year 6 & 7 students joined with peers from five other small schools to visit our Nation's capital. It was a fabulous week and one that many of our students will remember as a highlight of their time at Mil Lel. The Mil Lel Show, a great community event that was enjoyed by all.

Students participated enthusiastically in the Christmas Parade, held in Term 4. We farewelled staff who were here on contract and finally, our Year 7 Graduation and Christmas concert concluded another fantastic year at Mil Lel Primary School.

Governing Council Report

Once again it was a very busy year for the Mil-lel Primary school community.

The school celebrated 150 years with an Open Day, Mural, and a Dinner at The Barn. A lot of hard work went into the festivities and a big thank you goes out to all those in the school community that put in so much time to bring it to fruition. The school grounds looked fantastic, the student involvement was great, and the cook book produced for fundraising by the Parent Club will keep us well fed for years.

Work on our School Improvement Plan was set in motion and the school was subject to an External School review. This presents an opportunity for the school to look at, and improve our practices to create better outcomes for our students and will be continued to be analysed and worked on in 2018.

Our school proudly accepted an Aboriginal flag that was presented by Senator Don Farrell to the School Captains and SRC. Tony Beck, on behalf of his family, generously made and installed a flag pole allowing its installation. Our grounds were also improved with the playground upgrade which was well received by the students.

Students participated enthusiastically once again in many sporting events, Eisteddfods, Choir, Move-it, the Christmas pageant and our Blue Lake Bouncers continued to work hard and represent our school around the district. Many thanks to the Staff and Parents who made the time to train, transport and encourage students throughout the year to strive for their best achievements. Senior students also travelled to Canberra on the bi-annual camp to expand their knowledge of our country and much fun was also had.

The Mil Lel show has continued to grow and is a great fundraiser for the school. Parent volunteers were a little short this year, so we need to make a big effort to get behind the event in 2018.

We farewelled Michelle Schutz and Julie-Ann Sams from our teaching staff, along with Robyn Howard and we wish them well in the future.

Regards

Tim Scanlon

Improvement Planning and Outcomes

Review of the Site Improvement Plan at the start of 2017 highlighted the need to narrow our focus to Developing Powerful Learners, with a focus on Moderation and Transforming Tasks through enhancing teacher pedagogy.

Focus 1: Moderation

Targets:

- Collect evidence of selected students' learning
- Teachers will collaboratively moderate students in Maths twice this year

Strategies:

Teachers worked within the Small Schools Learning Improvement Cluster (SSLIC), SLLIP and DECD Learning design, Assessment and Moderation Strategy to make connections between the evidence provided and the achievement standard

Evaluation Measures:

90% of students achieve DECD SEA

Result:

82% of students achieved DECD SEA

Focus 2: Transforming Tasks

Targets:

- All students to progress and achieve at or above their year appropriate level
- Students are provided with useful feedback about their work

Strategies:

Work within the TfEL framework and with SSLIC and SLLIP to set tasks with multiple entry and exit points to maximize each student's learning time and progress and identify tasks with low intellectual challenge and work in SSLIC teams to transform tasks to increase the level of intellectual challenge within them – to get the students to do the thinking. Teachers understand and use data to target individual student learning, intervention/support

Evaluation Measures:

- Students in Years 3 – 7 meet the DECD Standard of Educational Achievement (SEA)
- Retention of students in the Higher Bands in NAPLAN from Years 3 – 7.

Result:

% SEA	Year 3	Year 4	Year 5	Year 6	Year 7
NAPLAN	73	na	80	na	75
PAT-R	91	82	78	90	63
PAT-M	73	59	89	90	63

External Review directions:

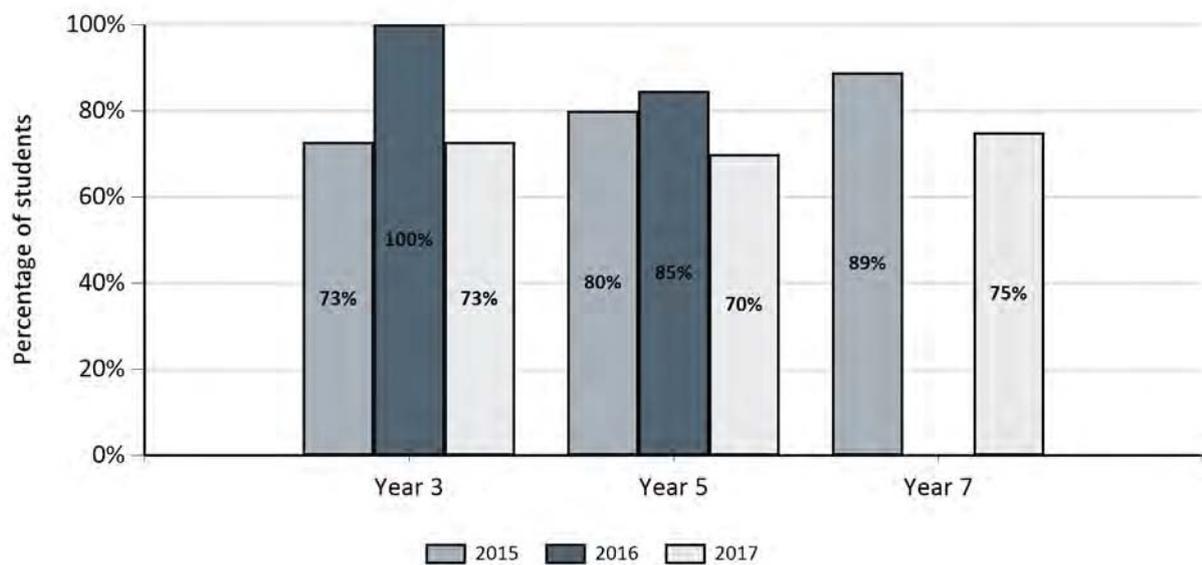
1. Deliver challenging and engaging learning opportunities that maximise the potential of students through the consistent implementation of agreed, high-yield pedagogical approaches across the school.
2. Design intentional and targeted teaching that meets student needs whilst tracking their progress across the school, through the analysis of valid data generated from agreed, scheduled assessments.
3. Establish strategic and high-quality curriculum design by leading staff to develop sequenced planning informed by direct reference to the Australian Curriculum learning outcomes and driven through regular systems of professional learning.
4. Develop parent and student connectedness to the learning agenda through the implementation of teaching strategies that enable student influence and the development of partnerships with parents that focus on learning.
5. Ensure improvement imperatives are strategic and relevant through the identification of priorities and targets that are informed by data analysis and monitored by collective and regular processes of self-evaluation.

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.

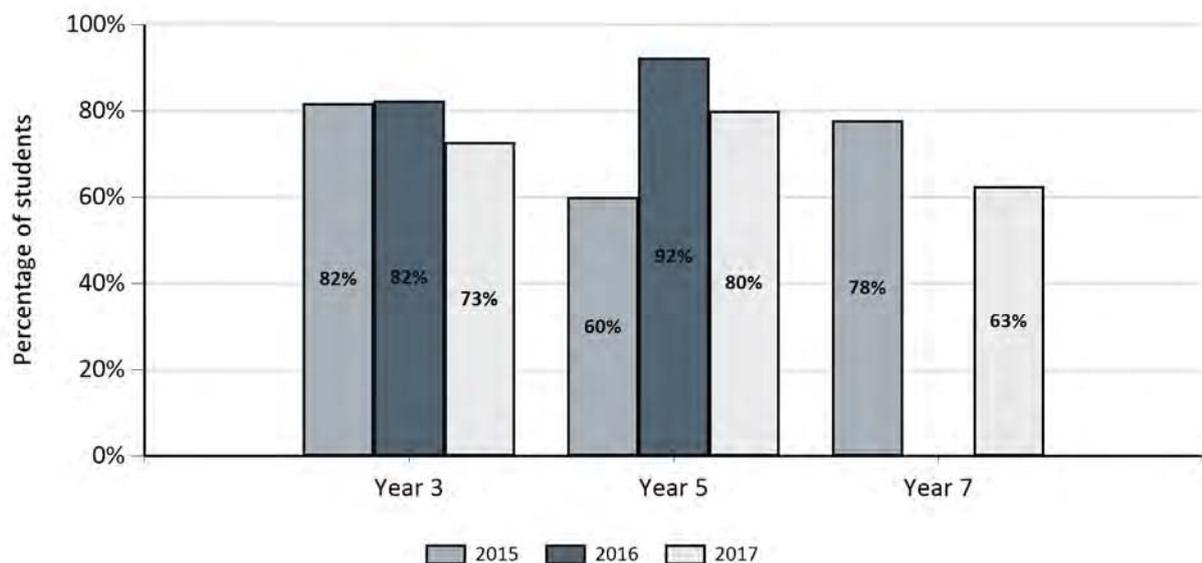
Reading



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	Year 5-7	State (average)
Upper progress group	13%	29%	25%
Middle progress group	50%	71%	50%
Lower progress group	38%	0%	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%.

Numeracy

NAPLAN progression	Year 5-7	Year 3-5	State (average)
Upper progress group	14%	13%	25%
Middle progress group	57%	63%	50%
Lower progress group	29%	25%	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%.

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	11	11	6	4	55%	36%
Year 3 2015-17 Average	13.0	13.0	5.7	3.7	44%	28%
Year 5 2017	10	10	3	1	30%	10%
Year 5 2015-17 Average	11.0	11.0	2.3	1.3	21%	12%
Year 7 2017	8	8	1	1	13%	13%
Year 7 2015-17 Average	7.3	7.3	2.3	0.7	32%	9%

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

2017 results for NAPLAN shows an overall decline in the percentage of students achieving the National Minimum Standards (NMS) in Reading and Numeracy. Students who did not meet DECD SEA / NMS have been targeted in 2018 for targeted intervention programs in Reading and Numeracy.

Numeracy remains an area of concern, as across the year levels, there is a decline in the number of students achieving the NMS. Areas identified by staff through a comprehensive analysis of data are Measurement and Number.

Growth of students in Year 3-5 in the upper bands is below that of the state average, however students in Year 5-7 have upper growth above the state average. Staff identified retention of students in the upper bands as an additional area of focus for 2018.

The focus of our Site Improvement Plan in 2018 will be Number and Measurement and Writing. Teacher Professional Development and staff meetings will focus on literacy and numeracy improvement practices to extend and strengthen student knowledge and understanding in these areas.

Attendance

Year level	2014	2015	2016	2017
Reception	93.0%	92.8%	93.6%	96.6%
Year 1	94.5%	95.4%	94.8%	94.8%
Year 2	94.8%	93.7%	94.9%	96.1%
Year 3	95.6%	94.0%	94.7%	96.7%
Year 4	95.2%	94.9%	90.5%	94.9%
Year 5	97.3%	96.1%	94.6%	94.5%
Year 6	96.1%	96.0%	83.6%	94.3%
Year 7	97.7%	95.8%	97.5%	84.9%
Total	95.1%	94.6%	93.0%	94.5%

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

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

Attendance Comment

The DECD attendance target of 95% was almost achieved this year. Attendance was consistent across R-6 with Year 7 attendance lower than other year levels. In collaboration with DECD engagement officer, Re-Engage and ASEO/ACEM we were able to provide a program for a student who had disengaged from school. This student has successfully re-engaged with learning and is now attending high school through the FLO program.

Behaviour Management Comment

Name calling was the predominate behaviour experienced by students and this occurred mainly in the yard. Consequences in 2017 included, time out of the yard, restorative meetings and parent contact. There were no suspensions in 2017 and only one instance where a student had a 'Take Home' for violence toward others (either actual or threatened).

Client Opinion Summary

The 2017 Parent Opinion Survey was available for parents to complete online. Disappointingly, there were 6 responses received. Responses rated from strongly agree (5) to strongly disagree (1) and ranged from 3.3 to 4.8.

Out of 14 questions, the strongest responses with an average of 4 or above for the following:

Teachers at this school expect my child to do his or her best.

Teachers at this school provide my child with useful feedback about his or her school work.

Teachers at this school treat students fairly.

This school is well maintained.

I can talk to my child's teachers about my concerns.

My child's learning needs are being met at this school.

This school works with me to support my child's learning.

With so few responses, the survey is an inaccurate snapshot of the opinion of parents at Mil Lel Primary School in 2017.

The Student Opinion Survey had 56 responses to 12 questions. Responses ranged from 4.0 to 4.5.

Out of the 12 questions, students rated the following, highly:

My teachers expect me to do my best.

My teachers provide me with useful feedback about my school work.

Teachers at my school treat students fairly.

My school is well maintained.

I feel safe at my school.

I can talk to my teachers about my concerns.

Student behaviour is well managed at my school.

I like being at my school.

My school looks for ways to improve.

My teachers motivate me to learn.

My school gives me opportunities to do interesting things.

The Staff Survey had 7 responses to 16 questions. Average ratings ranged between 4.1 to 5.0. The response with the lowest rating was 'students feel safe at this school' with the majority of responses stating 'agree' or 'strongly agree', however one response was 'neither agree or disagree'. This did not correlate to responses given by students, however student wellbeing and voice are integral to student success and will remain a focus for the 2018 year.



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	9	64.3%
Transfer to SA Govt School	5	35.7%
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

All screening was current and up to date inclusive for staff, parents and other volunteers. New volunteers are informed of the DECD requirements and the school community informed through 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	12
Post Graduate Qualifications	1

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 Equivalent	0.0	5.9	0.0	3.1
Persons	0	7	0	8

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

Financial Statement

Funding Source	Amount
Grants: State	1,074,808.10
Grants: Commonwealth	0
Parent Contributions	39,759.71
Fund Raising	2,008.34
Other	37,692.20

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
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	1:1 support for individual student, ILP and yard supervision. Social and emotional goals were part of the ILP. Staff were released to meet with service providers and DCP to design and review ILP.	Student achieved goals as outlined in their NEP.
	Improved Outcomes for Students with an Additional Language or Dialect	n/a	n/a
	Improved Outcomes for Students with Disabilities	Funding was converted to SSO time for additional support 1:1, in small groups and within the class. Staff were released as necessary to meet with service providers to design and review NEPs.	Aboriginal students received in class support and intervention when required. Converted to SSO hours to provide targeted intervention and support for students identified as not achieving the SEA
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	Aboriginal students received in class support and intervention when required.	Student progress was monitored by teachers by triangulating data from NAPLAN, PAT and A-E grade achievement. Students showed growth in Literacy and Numeracy.
	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	n/a	
	As above - students were given additional support to ensure they had growth in their learning over the year.	As above - students were given additional support to ensure they had growth in their learning over the year.	
Program Funding for all Students	Australian Curriculum	n/a	
	Aboriginal Languages Programs Initiatives	n/a	
	Better Schools Funding	Converted to SSO time for targeted intervention and support	
Other Discretionary Funding	Specialist School Reporting (as required)	n/a	
	Improved Outcomes for Gifted Students	n/a	
	Primary School Counsellor (if applicable)	0.2 FTE was used to release a teacher a day a week. Focus on resiliency and social skills. Lunchtime activities formed part of the role, as well as working with the PCW to support student and staff wellbeing.	Play is the Way implementation year.