



Mil Lel Primary School 2016 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:

Jennie Elliott

Name of Governing Council Chair:

Tim Scanlon

Date of Endorsement:

22nd February 2017

School Context and Highlights

The total school enrolment at the end of 2016 was 101 students which was an increase from previous years. There were some late notifications of transfers for the new year, however it was still necessary to split the large Year 4 cohort to make a Yr 5-7 class again and a Yr 4-5 with a more even distribution of students in 2017. Potential enrolments from families living in Mt Gambier could not be accepted after term 3, leaving spaces for children who were living or moving to the school of right area. Enrolments composed of 5% Aboriginal students and 5% students with learning disabilities.

Highlights throughout the year were similar to the events the school community looks forward to and participates in each year. Term 1 was busy with a range of sporting events, including t-ball, swimming lessons, internal and District Sports days. A number of students represented the school in SAPSASA events and Saturday sport teams with other schools.

Students participated successfully in the Lions Mad Minute and Debating Eisteddfod. Most of the Year 3-7 students participated in the Grampians school camp. Feedback from all participants was extremely positive reporting how students persevered with challenges to learn new skills. Term 3 concluded with the Book Week parade. The Mil Lel Show in October once again was a huge success. Student craft completed in electives was on display with other entries in additional categories.

In Term 4 the whole school participated in Footsteps; skipping demonstrations were presented by the Mil Lel Blue Lake Bouncers and the Year 7 graduation and Christmas Concert concluded another full school year. All the highlights were captured in the 2016 Year Book.

At the end of the second term the principal won a position to another school with a contract acting principal placed at Mil Lel for two terms. A new principal was selected to start in 2017.

Governing Council Report

Mil Lel Primary School Chairperson's Report 2016

2016 was a challenging year for our school community with our principal Stephen Jolley moving on mid-year however we still had much to celebrate.

Early in the year we welcomed new initiatives such as the school Facebook page, which has greatly aided communication of school news and sharing of student learning and activities. Our school values motto was revised to reflect our ongoing commitment to improvement.

The school grounds continued to be improved with the natural play area enhanced and plans for upgrading the existing playground taking shape. Students were able to investigate gardening in the plots and continue to learn from caring for the chickens.

Our students once again represented Mil Lel Primary School in numerous sporting, academic and performance-based activities. It is great to see staff and parents encouraging our students to continue to strive for their best. The ANZAC Dawn Service was a highlight for our School Captains and the Blue Lake Bouncers continued to wow crowds while learning the valuable skill of mentoring others.

The school camp to the Grampians was much enjoyed by students with the enthusiasm of staff, and their dedication to organising the event being very important to the success.

The Annual Mil Lel Show was outstanding in 2016 with many families enjoying being involved. I would encourage all families to get behind this great event which is a terrific fundraiser for the school and a further opportunity to work alongside and get to know others within our community.

I congratulate and welcome the new staff for 2017, particularly Suze Ricketts in her role as Principal and wish everyone a successful year.

Tim Scanlon
Chairperson

Improvement Planning and Outcomes

In 2017 Literacy and Numeracy would remain priorities in the Site Improvement Plan with an additional focus on Powerful Learning to enhance teacher pedagogy. In analysing student data and end of year results staff identified students who would benefit from extra intervention and support in 2017. A continuation of additional SSO support to run the programs of MiniLit, MultiLit and in Numeracy, Too Smart R-3 were seen as important to improve fluency.

Teachers continued in their professional learning in a number of ways. The school was represented in the Results Plus Inquiry Cluster with the school open to a class observation and follow up professional dialogue about improving 'growth mindset'. The teachers continued working together in Professional Learning Communities (PLCs) with the small schools network. This also included involvement in the Informing Literacy Project (ILIT), provided by Cengage Learning which included teacher professional development, student data collection and analysis in reading and writing, and implementation of explicit teaching strategies.

Science, Technology, Engineering and Mathematics (STEM) increased in focus after Blue Lake Partnership professional learning in Term 2. This will continue to develop in 2017 with schools being involved in real life inquiry and problem solving in partnership with local businesses towards improvement in the community and learning for the future.

Teachers were trained in 'Play is the Way', a whole school approach to building resiliency, social and cooperative skills for implementation in 2017.

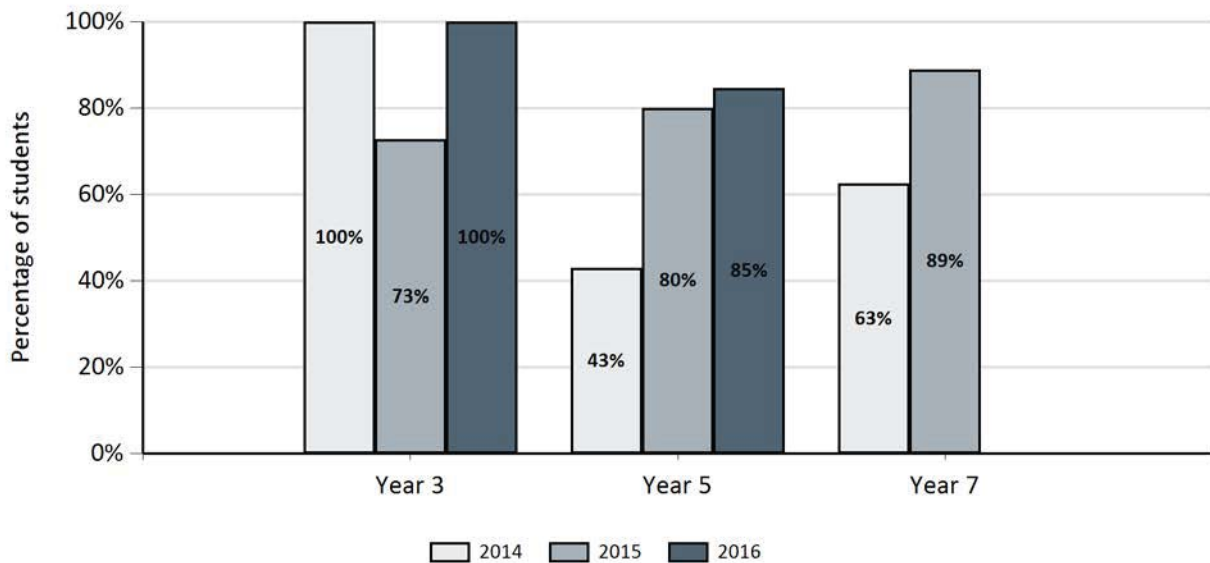
In Term 4 staff worked together in analysing student data in preparation for setting the targets within the Site Improvement Plan. By using the NAPLAN data, extra data now available from the PAT M, PAT R, PAT Vocabulary, PAT Punctuation and Grammar together with the school collation of Reading Running Records and other year level testing, Literacy and Numeracy will need to remain a focus in the Site Improvement Plan with extra attention given to Numeracy. This will be inclusive of STEM teaching and learning in Numeracy.

Performance Summary

NAPLAN Proficiency

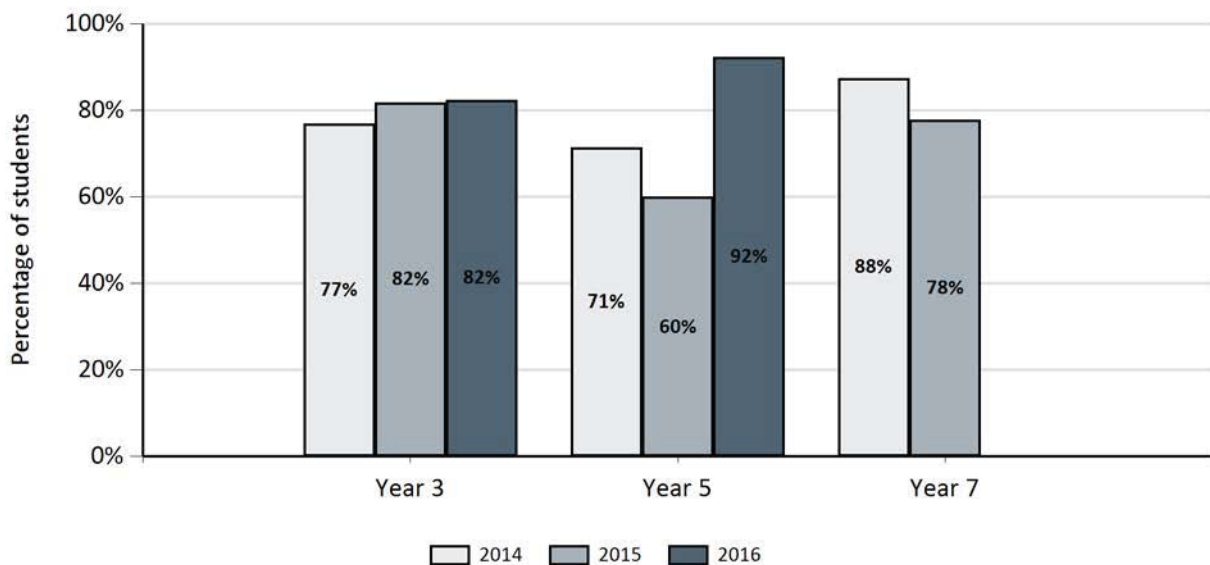
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young 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	38%	*	25%
Middle progress group	46%	*	50%
Upper progress group	15%	*	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

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	31%	*	25%
Middle progress group	46%	*	50%
Upper progress group	23%	*	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%.

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	17	17	6	4	35%	24%
Year 3 2014-16 Average	13.7	13.7	6.0	4.0	44%	29%
Year 5 2016	13	13	3	1	23%	8%
Year 5 2014-16 Average	10.0	10.0	2.0	1.7	20%	17%
Year 7 2016	*	*	*	*	*	*
Year 7 2014-16 Average	7.3	7.3	3.0	0.7	41%	9%

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

The 2016 NAPLAN School Summary Report show for the Year 3 and Year 5 100% of students who sat the test met National Minimal Standards (NMS) in Reading and Numeracy. From the same source, in Year 3 the mean scores indicate an achievement in Proficiency Band 4; Year 5 an achievement in Proficiency Band 6 and Year 7 an achievement in Band 7. The mean scores in Year 3 showed an improvement in Reading but less in Numeracy from the 2015 scores and less in both from the 2014 scores. In Year 5 the mean scores showed that there was an improvement from 2015 and 2014. In Year 7 the mean scores showed an improvement from 2015 but less than 2014.

In the additional components of writing, spelling, grammar and punctuation mean scores were in the Proficiency Band 4 for Yr 3, Band 5 for Yr 5 and Band 6 for Year 7.

The data provided in this report shows there is a need for improvement in all aspects of Literacy and Numeracy with growth for achievement in stretching beyond national minimal standards.

In Years 1 and 2, the reading running records indicate the students who met reading targets by the end of the year for their respective Year level. This identified students for intervention programs in 2017.

Attendance

Year level	2014	2015	2016
Reception	93.0%	92.8%	93.6%
Year 01	94.5%	95.4%	94.8%
Year 02	94.8%	93.7%	94.9%
Year 03	95.6%	94.0%	94.7%
Year 04	95.2%	94.9%	90.5%
Year 05	97.3%	96.1%	94.6%
Year 06	96.1%	96.0%	83.6%
Year 07	97.7%	95.8%	97.5%
Total	95.1%	94.6%	93.0%

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

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

Attendance Comment

In the last two years attendance improved in the year levels of Reception, Years 1 and 2. From 2015 to 2016 attendance improved in Reception, Years 2, 3 and 7. In 2016 the attendance percentage was down in Years 4, 5 and 6 resulting from mainly long term absentees of a few students. This made an overall negative impact on the percentage total from 94.6% to 93%. The difference over two years is from 95.1% to 93%. DECD services and allied agencies were engaged in each case. There was significant school follow-up and communication with parents. Improvement should be seen in 2017.

Behaviour Management Comment

Name calling was the predominant behaviour experienced by students, namely in the yard at break times. Time out and parent contact were the most frequently applied consequences. Take home incidents were related towards others, either actual or threatened. The student bullying data indicated physical, verbal and indirect bullying, identifying the main perpetrators and those students requesting follow up/help. The Pastoral Care Worker supported students in building skills and resilience for more effective self management of behaviour and well being.

Client Opinion Summary

Once again the Parent Opinion Survey was available for parents to complete on line. Seven responses were received. Responses were rated between strongly agree (5) to strongly disagree (1) and ranged from 4.2 to 3.0. Out of 14 questions the strongest responses with an average rating of 4 or above were for the following:

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

The school is well maintained

My child feels safe at this school

My child likes being at this school.

Responses with an average rating between 3.0 and 3.3 included:

Teachers at this school provide my child with useful feedback

Teachers at this school treat students fairly

Student behaviour is well managed at this school

Teachers at this school motivate my child to learn

My child is making good progress at this school

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

The Student Survey had 24 responses to 12 questions. Average ratings ranged from 4.4 to 3.3.

The most highly rated responses of 4 and above included:

My teachers expect me to do my best

I feel safe at school

My school looks at ways to improve

My school gives me opportunities to do interesting things.

Average ratings between 3.3 and 3.5 included:

Teachers at my school treat students fairly

My school is well maintained

I can talk to my teachers about my concerns

My school takes students' opinions seriously.

The Staff Survey had 6 responses to 16 questions. Average ratings ranged between 3.5 to 5.0.

All but one question were had a average rating 4.5 and 5.0. The lowest response with an average rating of 3.5 was

Student behaviour is well managed at this school.

The surveys were designed by Education Services Australia on behalf of the Australian Government Department of Education, as agreed by the Commonwealth state and territory ministers for education who have approved the use of agreed survey items/questions by schools throughout Australia when surveying parents/caregivers, students and staff.



Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	6	33.3%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	6	33.3%
Transfer to SA Govt School	5	27.8%
Unknown	1	5.6%
Unknown (TG - Not Found)	0	NA

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

DECD Relevant History Screening

Screening compliance remains a high priority. All screening was current and up to date, inclusive for staff, parents and other volunteers. New volunteers are informed of the DECD requirement and the school community kept informed through class and 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	16
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	5.8	0.0	3.3
Persons	0	7	0	8

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

Financial Statement

Funding Source	Amount
Grants: State	1,035,734.69
Grants: Commonwealth	15,181.00
Parent Contributions	39,948.39
Fund Raising	3,082.05
Other	6,797.93

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	Additional support for individual students 1:1 individual programs. Yard supervision.	Progress in self regulation, monitored and documented. Some goals achieved.
	Improved Outcomes for Students with an Additional Language or Dialect	N/A	N/A
Targeted Funding for Groups of Students	Improved Outcomes for Students with Disabilities	Funding was converted to SSO time for additional support 1:1, in small groups and within classes. Staff were released as necessary to meet with service providers to design and review individualised programs, NEPs.	Students progressed towards goals. New goals prioritised for 2017.
	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Aboriginal students received in class SSO support as necessary. N/A N/A Students included in literacy and numeracy intervention and support programs. As above - additional support in classes.	Literacy and numeracy progress monitored. Data informing the need to differentiate programs or delivery. Implemented as needed.
Program Funding for all Students	Australian Curriculum	N/A	N/A
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	N/A	N/A
	Better Schools Funding	Additional support for students - SSO time.	Improvement in SEA standards as reported in data.
Other Discretionary Funding	Specialist School Reporting (as required)	N/A	N/A
	Improved Outcomes for Gifted Students	N/A	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. Lunch time activities as an alternative to yard play. Informing school community through newsletters. Building staff capacity.	Staff trained in Play is the Way. Bullying survey completed. Resources ordered.