



# Mount Gambier North Primary School

## 2016 Annual Report to the School Community



Government  
of South Australia

Department for Education  
and Child Development

Mount Gambier North Primary School Number: 953

Partnership: Blue Lake

**Name of School Principal:**

Jane Turner

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**Name of Governing Council Chair:**

Nicole Brooks

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**Date of Endorsement:**

02/05/17

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## School Context and Highlights

Mt Gambier North is set in a complex and dynamic community. This complexity includes three District Special Classes for children with intellectual disabilities, and up to five classes providing the early orientation to schooling of humanitarian refugees. We celebrate diversity and social awareness as our community includes aboriginal, special needs and second language learners. We offer a wealth of cultural and social experiences for our diverse community. With families and industries under pressure in recent years our school is experiencing increasing levels of poverty and transience.

Our core values are Doing Your Best, Fair Go, Generosity and Respect. Through community partnerships and a belief that all children are capable of success, we commit to foster each child's unique potential towards lifelong learning. We aim for academic excellence through an ongoing Literacy and Numeracy focus, with a range of intervention opportunities to encourage an 'I Can Do It' attitude.

We provide specialist Physical Education, Science and Music Programs, in 2015 we were selected to be a Music Specialist School. In 2016 we became a Music Focus School with all Instrumental Music Service teachers based on site. All children R-2 learn music while children in 3-7 participate in instrumental music, which leads to an opportunity to participate in the High School advanced music classes.

We partner with ac.care and numerous other community providers to ensure services are available to our families in the School Community Hub. The Community Hub continues to expand its services and is in use 90% of the time with regular active lifestyle opportunities to develop children's physical and emotional wellbeing. This operates along side the introduction of a play inquiry curriculum for our Reception students and the development and a variety of play spaces both inside and out side. The wellbeing team support classes to be productive learning spaces while children are prepared for school though a pre-entry playgroup .

The unique grounds includes: using Landcare for environmental awareness, learning and action. The garden supports Science understandings about living things and systems, and develops oral language skills. In 2016 work progressed in our Aboriginal Garden a place for reflection and memories. This became a very precious place for our school community.

## Governing Council Report

Thinking back on this year, I see once more that North Gambier Primary is sending some fantastic young people off to high school.

I recently attended the Mount High presentation & performance night where some past North students received awards for their academic achievements.

Others were involved in drama, dance and instrumental music performances.

I think this says a lot for our school and the strong foundation it provides.

Our school provides so many opportunities to learn, lead, and grow.

Some events which students were involved in include Pedal Prix, sports day, and mentoring, as well as literacy, numeracy, and other subjects.

Our school does a wonderful job of joining the community to celebrate and raise awareness of important matters. The beautiful memorial held for Connah Delaney was moving and heartfelt. As was the assembly held for white ribbon day and day for Daniel.

Another area our school does magnificently is instrumental music.

The music performance night was just fantastic. The continual hard work and persistence was very evident.

Mrs Turner and the teachers were very impressed with the students willingness to offer ideas and input towards the STEM projects.

Many ideas will be considered and possibly implemented as the learning spaces around our school begin to change.

Students worked hard preparing for and conducting market day, and the whole school benefits from this with a fun positive event.

I was fortunate enough to attend the Grampians camp this year.

I was so impressed by every single student. The group mindedness, the excellent manners and all round behaviour was so great to see.

The students gave new things a try, and literally climbed mountains.

The students need to be thanked for putting ideas to SRC.

Governing council hears lots of them.

They go towards making North Primary a better place for all.

On behalf of the Governing Council, I congratulate everyone on a successful year, and look forward to all that 2017 brings.

## Improvement Planning and Outcomes

OUTCOME: to increase and retain children in the Higher Bands

Improving reading comprehension was a key component of both our Literacy and Numeracy Improvement agenda, with the aim of improving our students ability to understand text at a deeper level and in particular to be able to answer inferential questions in literacy and read worded problems in maths. All teachers were trained in comprehension strategies and could articulate this knowledge. Observations in all classes and regular conversations with in Professional Learning Teams progressed the learning of staff.

Indications from PAT R and PAT M are promising but the pattern is not yet consistent across the school.

We offered explicit Professional Development on developing comprehension, which applied to all areas of learning at which our staff were commended on their high level of understanding. To follow up and extend understanding every second staff meeting focused on staff learning and understanding the data.

The NAPLAN tests in the beginning of 2016 reflect the performance of children over the previous two years and were too soon to reflect the intense staff learning. With our goals to increase and retain children in the Higher Bands in Reading and Maths it is clear our Year 3 cohort has exceeded their goal of 25% in reading and their goal of 10% in numeracy. In Years 5 and 7 we generally retain our students in the Higher Bands but have not met the goals of 25% in Reading or 10% in Maths. We anticipate as more children in JP reach the higher bands this improvement will be observed throughout the school. This goal is complicated however, with increasing numbers sitting the NAPLAN from the Special Class and with ESL background.

In 2016 as a Blue Lake Partnership we attended a Pupil Free Day for STEM (Teaching a hands on activity that integrates Science, Technology, Engineering and Maths). This is a statewide direction as we try to encourage more students to consider these careers. At the end of 2016 we were advised that we had funding to set up STEM facilities. Developing teacher's skills in this area is a priority for 2017.

Performance management practices have been improved with all staff engaged in teaching observations and feedback, as well as program feedback. All staff are now completing a Performance Development Plan, which is a new DECD requirement. This will continue in 2017.

In 2017 and beyond we will be holding firm to our targets for Literacy and Numeracy, while aiming to make improvements in the following areas.

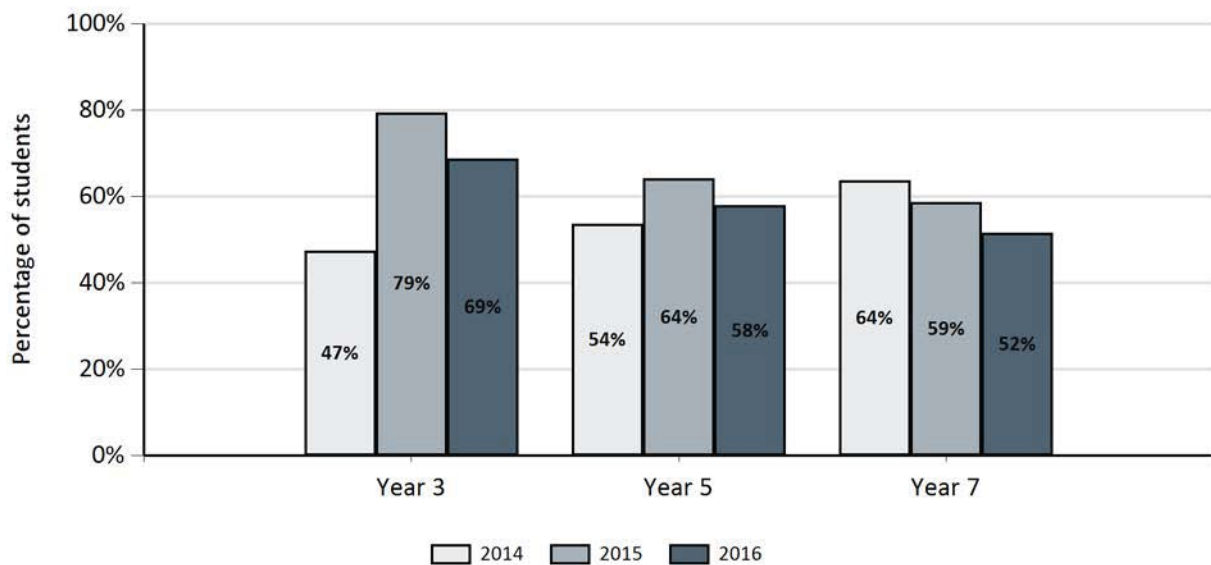
- We will continue our work on Performance Development to embed a clear on-going plan. Continue to engage in targeted professional learning to meet growth targets.
- We will build on our Wellbeing Programs to further embed proactive strategies, including changes to daily schedules and play activities, develop staff skill and empower students to have self-control.
- Review our Writing Assessments trialling a new tool "Brightpath".
- Build teacher knowledge and skills in teaching STEM though hands on inquiry tasks, that require students to engineer a real world solution.

## Performance Summary

### NAPLAN Proficiency

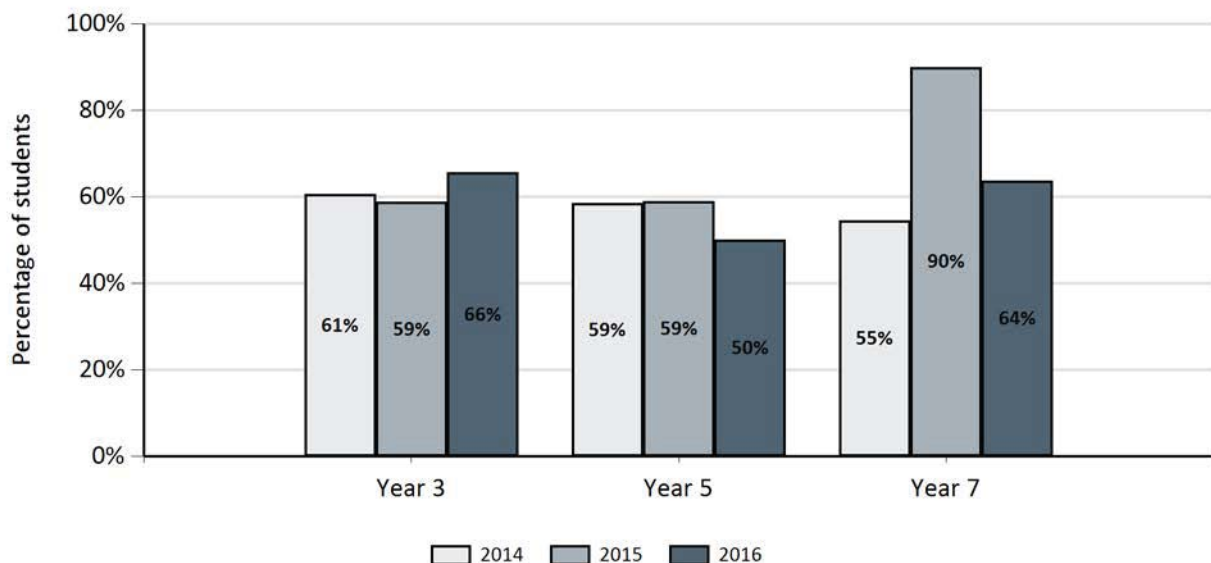
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young 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	20%	38%	25%
Middle progress group	63%	50%	50%
Upper progress group	17%	13%	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	32%	30%	25%
Middle progress group	54%	59%	50%
Upper progress group	14%	11%	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	32	32	9	4	28%	13%
Year 3 2014-16 Average	34.7	34.7	8.0	2.7	23%	8%
Year 5 2016	38	38	6	3	16%	8%
Year 5 2014-16 Average	39.3	39.3	7.3	3.0	19%	8%
Year 7 2016	33	33	2	2	6%	6%
Year 7 2014-16 Average	31.7	32.0	2.0	2.0	6%	6%

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

When analysing our data be aware that comparisons across year levels, are particularly difficult, due to the number of children with English as a Second Language coming from refugee camps where there is no English, no schooling and high levels of trauma. These students are entering our mainstream classes in irregular and unpredictable groups and may have unidentified disabilities and trauma. At the same time, across all cohorts, there is a measurable increase in poverty as well as the vulnerability factors of 4 year olds. These factors along with increasing mobility of families makes it difficult to make sense of whole school data. To overcome these problems we regularly use our School Education Achievement Data to measure growth for each student aiming to provide a year's growth for each year of learning - no matter where you start. We will compare our data with schools that are "like us" to gather a more realistic view of achievement. We are seeing increases in student achievement in particular targeted areas of whole school focus and professional learning. Our challenge will be to maintain achievements while introducing "new" professional learning paths.

In 2016 the grief and loss of a popular Year 6 student devastated the school and our community at the end of Term 1. This hit the Year 6/7 cohort hard who took some time to settle back into the pattern of learning. It was apparent that many were not ready to sit the test early Term 2. Most students however did attend for the testing days. It is hard to predict the impact this had on our NAPLAN.

In our Running Records for our Year 1 and 2 students we out performed like schools and compared favorably with state levels. These scores are collected by teachers each year and directly reflect the work completed in 2016. This data is collected in a supportive environment, which is most suited to our vulnerable students.

In NAPLAN the reading results for proficiency in Year 3 was solid at 69%. The Year 5 cohort saw an increase of 10% in proficiency levels from their last test in Year 3, which is a significant increase. In Year 7 we did not increase the numbers reaching proficiency. We will sustain our focus on explicit teaching of reading and comprehension skills in 2017.

In NAPLAN the numeracy proficiency for the Year 3 cohort sustained and slightly improved their level to 66%. The Year 5 cohort however lost ground with a 10% drop to 50%. The Year 7 cohort made a return to its normal pattern with 5% improvement on their previous performance reaching 64%.

## Attendance

Year level	2014	2015	2016
Reception	92.8%	92.2%	87.7%
Year 01	89.6%	91.0%	91.6%
Year 02	92.6%	92.3%	90.2%
Year 03	93.2%	94.1%	91.5%
Year 04	91.6%	90.7%	93.5%
Year 05	91.4%	94.5%	91.9%
Year 06	91.1%	88.5%	89.4%
Year 07	91.2%	89.4%	87.2%
Primary Other	87.1%	92.3%	94.3%
Total	92.0%	91.9%	91.1%

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

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

## Attendance Comment

We have worked hard to sustain attendance rates between 90%-93%.

The Student Counsellor and teachers work together to contact parents by phone, text, face book or in person. Frequent reminders help parents understand the importance of regular school attendance and the need to inform the school of the reason for an absence.

The Student Counsellor refers cases of continued non-attendance to the Regional Office and, where necessary, seeks external support. There is limited power to make change when families refuse, or are unable to, send their children to school.

## Behaviour Management Comment

The behaviour data is analysed by the Wellbeing Team, which shows that most acts of violence is reactive and not a result of ongoing bullying. Where bullying is identified the behaviour ceases, once identified, and consequences are put in place. We have extended our actions on bullying to include on-line bullying. We continue to be tough on violence with a send home being an immediate action, whenever possible, followed by follow up at school. A key aspect of the policy is to first make sure everyone understand what bullying is and that it is not a once off disagreement or a friendship problem.

Further developments will include weekly reviews and skill development for behaviour and well being for identified students.

## Client Opinion Summary

In 2016 the emotional impact of grief and loss meant that the Opinion Survey was not completed. This will be undertaken in Term one 2017.

## Intended Destination

Leave Reason	School	
	Number	%
Employment	2	1.8%
Interstate/Overseas	8	7.3%
Other	1	0.9%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	16	14.7%
Transfer to SA Govt School	82	75.2%
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 staff, volunteers and council members are required to have up to date DCSI Clearances and RAN Training completed. Copies of all non-staff members clearances and training is maintained in the front office. Volunteer training is undertaken by the student counselor as required. Teachers are required to monitor the volunteers working with them ensuring they are always working in visible spaces.



## 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	48
Post Graduate Qualifications	14

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	1.0	27.3	0.8	20.2
Persons	1	30	1	34

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

## Financial Statement

Funding Source	Amount
Grants: State	4 614 629
Grants: Commonwealth	14,000
Parent Contributions	70 470
Fund Raising	3 538
Other	56 675

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	Targeted funding for specific students provided 1-1 support for classroom success along side alternative programs to engage children in school life. Each child had an individual program. PD focus for Behaviour coach.	Children reduced anxiety and violence. All increased participation.
	Improved Outcomes for Students with an Additional Language or Dialect	Early Intervention Programs were delivered based on the individual needs as identified by their Language and Literacy Levels in consultation with class teachers.	Students achieving their individual goals LITERACY SEA as in plans
	Improved Outcomes for Students with Disabilities	SSO's support targeted individual growth allowing children to access the curriculum. Focus on children being able to be successful in Literacy and Numeracy. PD for SSO's about how to create independent learners.	Students achieving their individual goals or referred for further investigation.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students	Aboriginal students are provided support for individual goal for literacy support and building identity.	Students moving towards their individual goals. Families supported through ACEO and HUB programs. Positive engagement with families. 99% speech correct by YR1
	- Aboriginal Students	Karen and Karenni first language maintenance school operated each Saturday and involved many regular attendees.	
	- Numeracy and Literacy	Students with learning difficulties access school based interventions, Early Years Speech (supported by speech pathologist). Programs include initial sounds, phonemic awareness, rocket reading.	
Program Funding for all Students	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant Australian Curriculum	All teachers are working towards the latest version of the Australian Curriculum. PD for staff about programming and planning with this in mind, how to stretch children in reading comprehension/problem solving, using data successfully.	
Other Discretionary Funding	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	Funding maintains a full time Community Hub working with a range of services to support families and children fro K - Yr7. It supports a wellbeing team to support teachers to maintain safe and productive classrooms.	Growth rate of student in NAPLAN has improved since funding began.
	Specialist School Reporting (as required)	Music Focus School and Specialist school funding provided resources to establish a music partnership and to support IMS teachers.	100% of students participate in Music. 100% year 5-7 in instrumental.
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)	Student Counselor coordinated the Wellbeing Team and the Hub Programs to meet the needs of our families and children. Team included 1 teacher, 2 SSO's, ACEO, and a CPW.	Many case studies and personal stories of successful family/child interventions.