



Marryatville Primary School

2020 annual report to the community

Marryatville Primary School Number: 249

Partnership: Central East

Signature

School principal:

Mrs Angela Van Enkhuyzen

Governing council chair:

Chris Wood

Date of endorsement:

18 February 2021



Government
of South Australia
Department for Education

Context and highlights

Marryatville Primary School is a category 7 school with an enrolment of approximately 610 students. Our school population is representative of a culturally diverse community. Our commitment to the wellbeing and engagement of our staff, students and school community was never more important than in 2020. The support and respect shown towards staff as we navigated restrictions that impacted education was greatly appreciated. Student learning continued in flexible and creative ways. Student attendance and engagement remained strong throughout the year. We learnt a lot about what we are capable of as a community. A positive from our experiences was that our focus was placed very firmly on what is important for our students – strong relationships, excellent communication, understanding of individual needs and the provision of learning opportunities that are engaging and purposeful.

Our inaugural MPS STEM Day was a success. It was great to be able to involve parents and community members who presented to students about their careers. A highlight was our special guests from The Australian Space Agency. Our students demonstrated incredible enthusiasm, creativity and aptitude in critical thinking and problem solving. This day was an opportunity to highlight these strengths and increase student understanding of the joy and wonder of science, technology, engineering and mathematics.

A new double classroom eased the pressure on learning spaces for our 22 classes. Outdoor spaces were upgraded with resurfacing of courts and fresh line marking. A sound system was installed under our COLA and this beautiful outdoor central space was utilised well for our successful year 7 graduation with parents in attendance. The COLA was also used for a whole school end of year celebration, funded by the parent community as a gift back to students after a challenging year.

Governing council report

Where to start with the school year of 2020? Significant disruption and challenging times for all in our school community. What we found was a level of resilience, adaptability, and courage to overcome that simply made the impossible, possible. The Governing Council is proud of the MPS school leaders, staff, students, teachers, carers, friends and family of MPS in the way they responded.

Angela and her team have lead the operations of the school and ensure that all of our children benefited from the adaptability and delivery by excellent teachers, maintaining our high standards and delivery of the curriculum. The ongoing success and consistency of our site improvement plan demonstrates that progress across all areas has been positive in Maths, English, ICT, Wellbeing and Engagement.

The support and compliance to our COVID19 requests in 2020 was noted, our school community adapted to our new social challenges and for that we are thankful. As a school we continue to grow, develop and adapt with our community. Our strength is in our inclusion and diversity, we look forward to enhancing this involvement in 2021.

MPS has strong fiscal controls, and appropriate facility development will be ongoing in 2021, with investments being made in a range of areas.

MPS will continue to be a high demand school, and the school leadership and GC continue to monitor and support all students as best as possible. We will work collaboratively towards a significant change in the senior years with the transition of year 7's to high school.

The GC looks forward to serving the community in 2021.

Quality improvement planning

2020 being the second year of our Site Improvement Plan, staff approached the planning and implementation process with clearer understanding and sharper focus. Professional Learning Communities facilitated the work in a manageable, productive and highly professional manner. The focus on team collaboration and progress for every student was evident. Outcomes achieved for each of our challenges of practice are listed below.

Reading challenge of practice - If we explicitly teach comprehension strategies as part of a focus on the Big 6, we will increase student achievement in reading.

- Implementation of a synthetic phonics reading program in reception using decodable readers.
- Access to decodable readers for students who need them in years 1, 2 and 3.
- Year 1 teachers use Phonics Screening data to inform next steps in teaching and targeted intervention.
- Years 3-7 teachers familiarisation with Fountas and Pinnell Benchmark Assessment System as a tool to inform next steps in reading development for our primary students.
- Training of new staff in our whole school reading comprehension strategies (QAR and Close Reading)
- Focus across the school of increasing the number of students who achieve in the higher bands.
- Teachers intentionally providing feedback to students on their reading progress, setting achievable goals and implementing appropriate instructional strategies.

Writing challenge of practice - If we develop a whole school approach to explicitly teaching the genre specific structure of writing, with a focus on rich vocabulary, grammar and sentence structure, we will increase student achievement in writing.

- All staff integrated the Seven Steps to Writing Success in to their teaching programs, explicitly teaching genre specific writing structures which created a lift in writing quality across year levels.
- The Brightpath tool for assessing and reporting on writing complemented the Seven Steps program, providing an ongoing informed basis for developing teaching programs, moderating student writing and targeting the needs of individual students.
- The data gained from Brightpath helped staff monitor academic growth and provide the next steps for teaching and learning.
- Staff are building their capacity to teach functional grammar by participating in and embedding the learning from Writing PLUS professional development.

Mathematics challenge of practice - If we provide structure and clarity for students in collaborative inquiry in to problem solving in number then we will increase student achievement in mathematics.

- All classroom teachers completed Natural Maths online training modules and participated in team discussions about content and pedagogy.
- The MPS Place Value Progression was written, formatted and used to track student achievement.
- Student work samples were collected, moderated in teams and quality feedback was given to students.

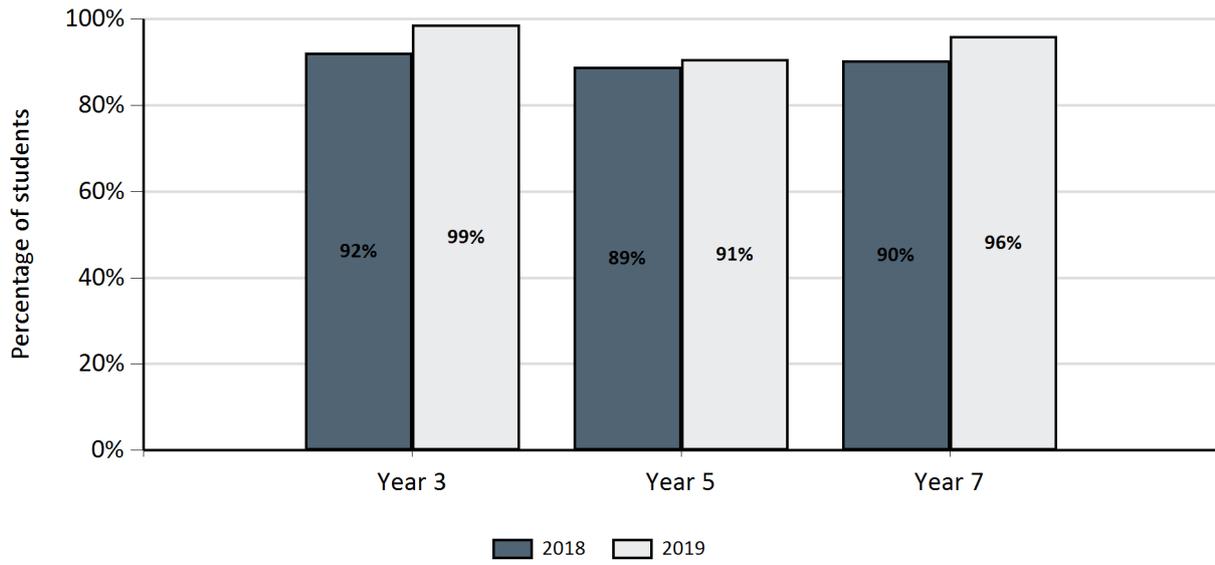
The Site Improvement Plan was collaboratively reviewed in term 4 2020 and new actions were written for 2021. We have made significant gains in improving teaching practice and continuity between year levels. This is evidenced in our reading, writing and maths student achievement data.

Performance Summary

NAPLAN Proficiency

The Department for Education 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 1 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 SEA for reading and numeracy.

Reading

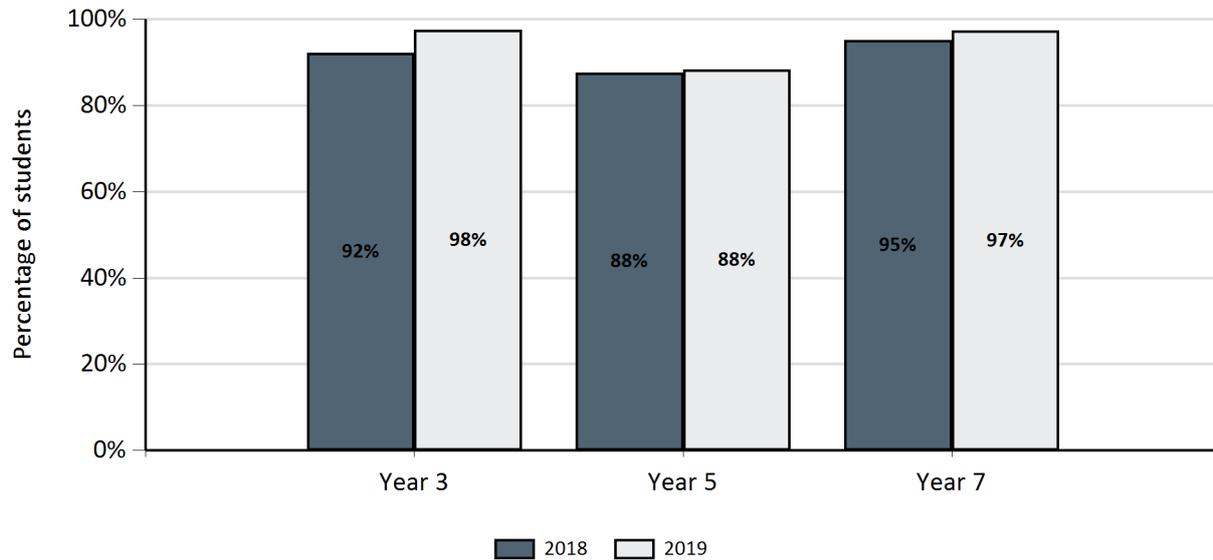


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

*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 2017 to 2020 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	52%	56%	25%
Middle progress group	38%	39%	50%
Lower progress group	10%	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

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

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	52%	52%	25%
Middle progress group	38%	42%	50%
Lower progress group	10%	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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 2019	80	80	60	45	75%	56%
Year 3 2017-2019 Average	72.7	72.7	45.7	31.7	63%	44%
Year 5 2019	86	86	41	27	48%	31%
Year 5 2017-2019 Average	78.3	78.3	37.7	30.7	48%	39%
Year 7 2019	75	75	39	41	52%	55%
Year 7 2017-2019 Average	77.7	77.7	39.0	42.3	50%	55%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

[^]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

Our 2020 reading data (Running Records and Phonics Check) continues to affirm strong growth in our junior primary students.

- 92% of our year one students achieved or exceeded the year one SEA (RR level 13) in reading
- 36% of our year ones achieved or exceeded the year two SEA (RR level 21) by the end of year one
- 85% of our year two students achieved or exceeded the year two SEA (RR level 21)
- 40% of our year two students achieved higher than RR level 25
- 20% of our year two students exceeded RR level 30
- 88% of year one students achieved or exceeded the phonics check benchmark in 2020 (an increase of 19% from 2019)

In the absence of NAPLAN data this year teachers have used Progressive Achievement Test (PAT) Reading data to track and monitor individual student reading progress in years 3-7. Our work towards increasing the number of students in the NAPLAN higher bands continues to be a priority. The Fountas and Pinnell Reading Benchmark Assessment System (BAS) has been increasingly utilised by teachers across 3-7 to further reading comprehension development. Our commitment to two whole school reading strategies (QAR and Close Reading) provide a common language for students in making deeper meaning of texts.

Students at MPS are performing well and have made significant growth in their narrative writing. This is a result of teachers making 'next steps' in writing visible while providing explicit, individualised feedback on their writing success. Brightpath has been a valuable tool for assessing writing and tracking student growth. Students submitted two assessment samples of writing in 2020, one in term 1 and one in term 3. All students showed growth in their scores with the average growth for MPS students being 43.5 which sits above the expected average state score of 32.8.

Student achievement in mathematics was tracked using PAT, the MPS Place Value Progression and other year level assessments. An analysis of number related questions in the PAT testing showed an improvement in correct answers across all year levels between 2019 and 2020. There was a significant increase at year 3 level, with 74% of number questions answered correctly in 2020 compared to 55% in 2019. The Place Value Progression was used by year level teams to group students for intervention when needed, ensuring that all students received targeted teaching and made progress.

Attendance

Year level	2017	2018	2019	2020
Reception	95.0%	94.2%	93.2%	93.0%
Year 1	93.7%	93.6%	92.5%	91.9%
Year 2	95.2%	94.5%	94.5%	93.4%
Year 3	95.1%	96.6%	95.0%	94.2%
Year 4	94.5%	94.7%	94.7%	93.7%
Year 5	95.4%	93.5%	93.5%	95.0%
Year 6	94.7%	94.0%	93.2%	92.6%
Year 7	93.8%	93.6%	93.7%	92.3%
Primary Other	N/A	95.8%	N/A	N/A
Total	94.7%	94.3%	93.8%	93.3%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Student attendance of 93.8% is considered positive despite being slightly lower than 2019. The option of home learning was short lived and the majority of families continued to consistently send their children to school. Engagement in home learning was good overall. Travel restrictions kept families in SA and resulted in a very small number of exemption requests for family holidays. Families of students who are at risk of poor attendance or arriving late were worked with closely and supported. In 2020 support services was engaged to assist with attendance plans and family counselling for two students who were chronic poor attenders. Teaching staff are aware of their responsibilities in keeping accurate attendance records and following up with families when absence is not explained.

Behaviour support comment

Our whole school focus on character strengths, self regulation and resilience continue to build the skills our students need to manage conflict and seek help when issues arise. The Friendology Program continues to be taught across R-7, giving students a common language with which to communicate with each other when difficulties arise. Student friendship leaders are highly visible in the yard and provide a first point of contact for minor concern, supported by teachers on duty. The school continues to take positive steps to prevent and intervene in issues of cyberbullying. Student Chromebook use is monitored by school software and department filters. Student and parent education programs are offered to empower students to seek help should they be mistreated by other students. Student use of devices is monitored and the leadership team actively intervene and work with students and their families to ensure a safe online learning experience.

Client opinion summary

The 2020 Perspective Survey was completed by 82% of MPS staff. Our overall engagement score was 91%, a very pleasing result. In comparison to 2018 data, 20% of staff who were moderately engaged in 2018 moved to highly engaged in 2020. 100% of staff reported a positive perception of decision making, accessibility, visibility and decisive action by site leaders. 100% were also confident that expert teaching with clear learning intentions was evident at MPS.

The 2020 parent engagement survey had 226 responses. An average of 70% of responses to statements about the school were positive. The respect displayed by students and staff rated highly, as did adequate communication. The respondents were satisfied with communication provided and prefer email, newsletters, the MPS App and parent teacher interviews. Parent opinion was also gathered and considered from our 2020 parents of year 5 and 6 students in relation to how the 2021 school year would look for these final year students. This feedback, along with student and staff voice, has influenced decisions about class structure, activities and events for 2021.

Data from the 2020 Wellbeing and Engagement Collection has shown pleasing results, even in a year of uncertainty. There was a significant improvement across all areas of wellbeing since the survey started in 2016. 2020 data shows that 91% of MPS students are happy, 90% are optimistic and 89% are satisfied with life (compared to 76% which is the average of all other public schools). Emotional engagement with teachers is 100% showing that all students at MPS feel connected with their teachers. Reports of bullying remain low and friendship intimacy is on the rise. We did however, see a rise in worries and sadness this year. 21% of students stated they are worried and 12% said they are sad. We feel this is due to the changes and uncertainties students experienced. Overall our results demonstrate a strong and healthy state of wellbeing at MPS.

Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	15	10.5%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	27	18.9%
Transfer to SA Govt School	93	65.0%
Unknown	8	5.6%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Relevant history screening

All teaching staff meet the requirements of the Teacher Registration Board. We follow the Department for Education Volunteers Policy and our MPS Volunteers Policy, which is updated regularly. Families are informed about the policy through classroom communication platforms and the school website. A register of volunteers is kept.

Qualifications held by the teaching workforce 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	59
Post Graduate Qualifications	8

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	31.1	0.0	9.3
Persons	1	35	0	12

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$5,088,627
Grants: Commonwealth	\$9,254
Parent Contributions	\$426,441
Fund Raising	\$15,447
Other	\$184,085

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

2020 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 2020 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	RAAP funding was received to provide 1:1 classroom and yard support for two students with high needs. SSO staff were employed to support positive yard behaviour for individual students as needed.	Students supported by this funding progressed towards more positive behaviour.
	Improved outcomes for students with an additional language or dialect	Small group support was planned and implemented by specialist EALD teachers.	Students were supported to meet their individual goals.
	Inclusive Education Support Program	Identified students were supported by classroom teachers, SSO staff and a special education teacher to achieve their documented SMARTAR goals. Staff were provided with time to complete One Plan documentation and plan.	Identified students had a comprehensive One Plan which was regularly reviewed.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development Students taking alternative pathways IESP support</p>	<p>ATSI student received support to track and monitor goal setting in line with his individual learning plan.</p> <p>Students not achieving SEA or expected benchmarks received targeted SSO and/or special education teacher intervention.</p> <p>Early years students were supported through SSO intervention and literacy and numeracy resources to enhance site improvement work.</p>	<p>ATSI student was engaged with the school and achieved well.</p> <p>Tracking of students receiving intervention showed good growth in literacy and numeracy skills.</p>
Program funding for all students	Australian Curriculum	Used to support literacy and numeracy teacher training, in line with site priorities and partnership directions.	Improved staff teaching knowledge and capacity in literacy and numeracy.
Other discretionary funding	Aboriginal languages programs Initiatives	Not applicable to Marryatville PS.	NA
	Better schools funding	Investment in literacy and numeracy intervention programs and resources, in line with site improvement priorities.	Interventions well resourced and teachers/SSO staff able to track achievement.
	Specialist school reporting (as required)	Not applicable to Marryatville PS.	NA
	Improved outcomes for gifted students	2020 STEM focus supported with additional learning opportunities and resources to provide challenge and intellectual stretch.	Students with particular STEM interests and capabilities were challenged.