



Marryatville Primary School

2021 annual report to the community

Marryatville Primary School Number: 0249

Partnership: Central East

Signature

School principal:

Mrs Angela Van Enkhuyzen

Governing council chair:

Mr Chris Wood

Date of endorsement:

10 March 2022



Government
of South Australia
Department for Education

Context and highlights

In 2021 Marryatville Primary School catered for 605 students from reception to year 7. The school is classified as category 7, has less than 5% students with disability, 33% of students have English as an additional language and currently there are no indigenous students enrolled.

Our commitment to the wellbeing and engagement of our students, staff and community remains strong. The school culture and climate is positive with a clear commitment to providing opportunities for all students to develop their character strengths.

With six classes of year 6 and 7 students completing their final year of primary school in 2021, we intentionally expanded opportunities for community service and leadership through student voice representative groups, peer leaders and a broad range of responsibilities in managing school activities. Staff and leadership were committed to continuity of learning projects which focused on what and how we teach students in year 6-9 and they worked closely with secondary schools to provide transition information.

MPS was reviewed by an External School Review panel early in term 4. The findings confirmed that MPS is nurturing a supportive, collaborative and respectful culture conducive to high quality teaching and learning. The school is preparing students socially, emotionally and academically to engage with the learning experiences on offer. Our challenges moving forward are to continue to consistently embed effective teaching practices, ensure we challenge students and maintain our high expectations.

A number of significant grounds improvement projects were completed in 2021. Additional shade over sandpits and a covered outdoor learning area in our productive garden have provided outdoor spaces for our community to enjoy. Our ANZAC and indigenous gardens were established. They are not only aesthetic enhancements but important teaching areas for our students.

Governing council report

Our school year 2021 was just as challenging as 2020, with the added complexity of two sets of final year students. Both our year 6 and year 7 graduate students were supported to have a positive finale to their schooling at MPS. The Governing Council (GC) of 2021 recognises the significant efforts made by the school leadership and staff to ensure every opportunity for success was created in the learning environment.

The school community has continued to support the school in a number of ways, compliance to Covid-19 requirements and expectations, supporting home schooling and enabling the continuance of a number of co-curricular activities and events.

The GC represented the increased diversity of the wider school community in 2021 in representation of an increasingly ethnically and racially diverse community. This informed increased discussion and questioning of the environments and support for all students at MPS. This ensured a respectful and functioning GC across a range of social issues. This diversity will continue as MPS evolves with the community.

The GC is confident and assures that MPS has robust fiscal and environmental management of all required compliance, spending, budgeting and financial controls.

The MPS learning environment has been confirmed by a scheduled External School Review, a positive audit outcome was confirmation of this. Congratulations and thank you to the school staff, teachers and leaders.

As we look back at a significant year of change, the last of year 7 students at MPS, the GC congratulates all in the school community.

Quality improvement planning

The 2021 school improvement plan was focused on building teacher capacity and driving student improvement in reading, writing and mathematics. Professional learning communities continued to drive the work in an efficient and professional way. The academic work was underpinned by analysis and response to wellbeing and engagement data and a highly effective whole school approach to improving student and staff wellbeing.

We are well positioned to continue meeting the reading development needs of our students. Our two whole school comprehension strategies (QAR and Close Reading) are being used consistently across the school. New teachers have received training in these and are supported by colleagues who are always willing to share their practice. Students capable of achieving in the higher bands are being identified by teachers using PAT, NAPLAN and Phonics Check data and they are being provided with the challenge to gain, retain or elevate their achievement. In the early years the focus is on teaching early reading skills using Jolly Phonics linked to decodable readers as well as a strong focus on explicit oral language, phonological and phonemic awareness. Additional year 2 and 3 intervention groups were provided by the leadership team, focusing on students identified by teachers who were reluctant readers to boost their engagement in reading. A teacher reference group consisting of early, middle and primary was convened in term 4 to review what has been achieved in reading across the three years of the current SIP and plan next steps in light of our recent external school review directions. This group will lead the development of a whole school literacy agreement to ensure that best literacy practice continues and is supported in 2022 and beyond.

To further improve student achievement in writing teachers explicitly taught genre specific structures utilising aspects of The Seven Steps to Writing resource in order to build their capacity to plan and implement quality instruction. Each teacher participated in the effective implementation of Brightpath (phase 2) as an assessment tool, focusing on narrative and persuasive samples of writing. The data gained from Brightpath allowed staff to monitor individual student writing success and provide next steps for teaching and learning. Teachers worked collaboratively with teams ensuring targeted feedback was provided to each student to progress their writing as part of the learning cycle.

'Bump it Up' strategies were used with students, making next steps visible. Primary teachers embedded new learnings from the Writing PLUS professional development into their teaching and learning programs while sharing their knowledge of functional grammar, resources and lesson plans with colleagues.

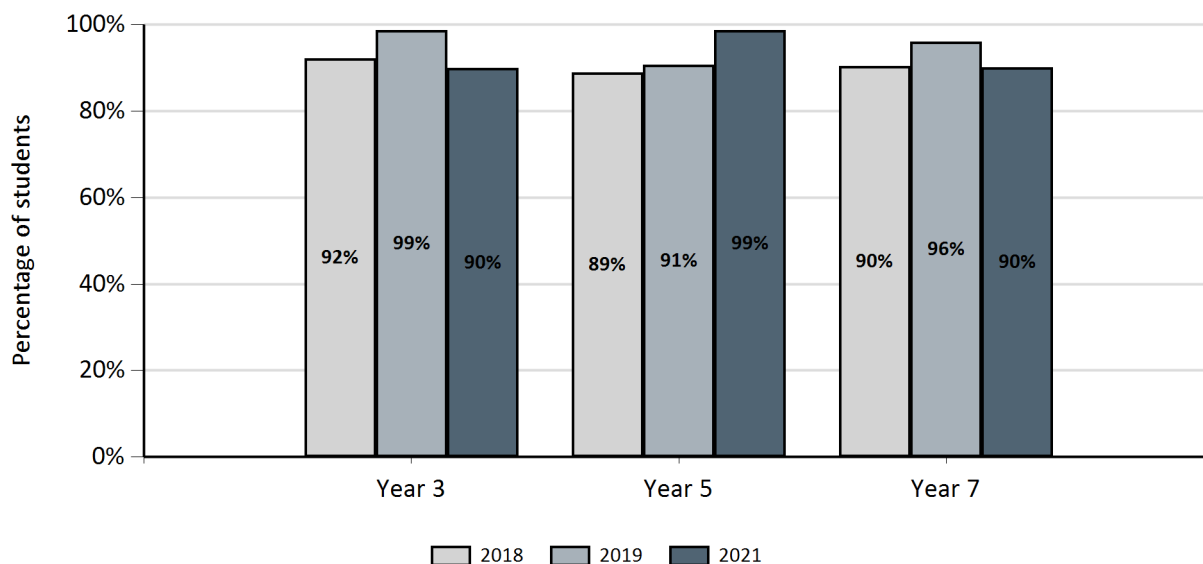
Work with the Maths PLC included the development and implementation of a whole school place value progression to track student progress in understanding place value. Our whole school numeracy agreement was revised and improved. Staff used the 8 effective teaching practices in consultation with the Numeracy Guidebooks, to identify areas of development to plan, implement and review a collaborative action research project. Staff presented their findings at a staff meeting with many continuing the intervention. The action research model was well received by staff and will be an important tool in our site improvement plan for 2022.

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

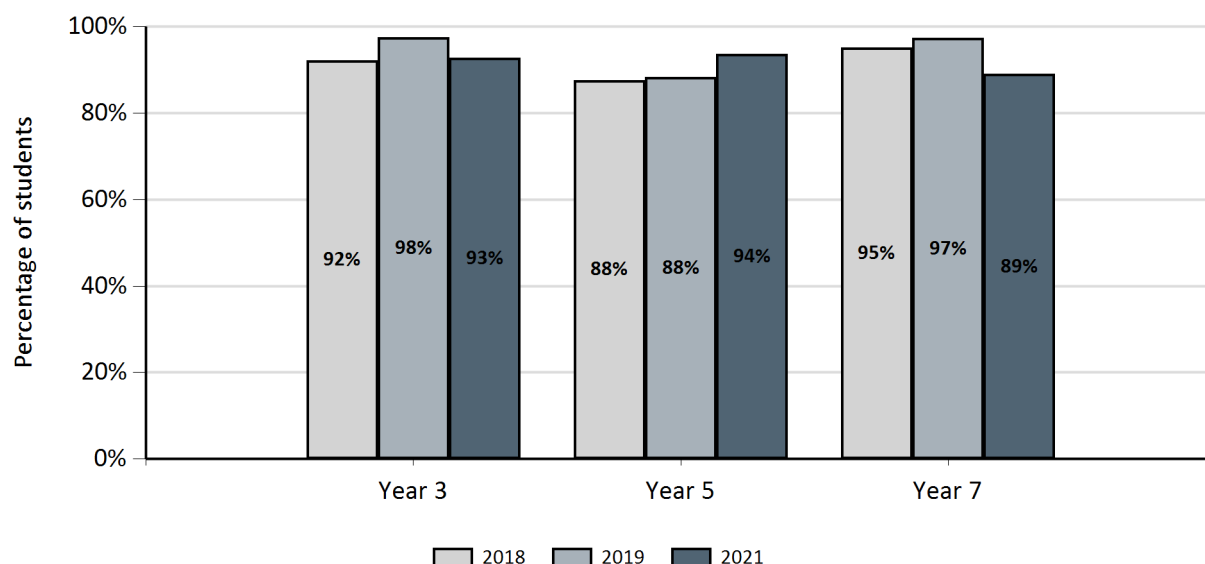


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

*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 2019 to 2021 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	51%	40%	33%
Middle progress group	38%	46%	48%
Lower progress group	11%	14%	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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	36%	28%	33%
Middle progress group	49%	56%	48%
Lower progress group	15%	16%	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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 2021	70	70	43	34	61%	49%
Year 3 2019-2021 Average	75.0	75.0	51.5	39.5	69%	53%
Year 5 2021	80	80	47	36	59%	45%
Year 5 2019-2021 Average	83.0	83.0	44.0	31.5	53%	38%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

^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.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2021: Data Informed Planning

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

Not applicable. Marryatville PS had no ATSI enrolments in 2021.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

Not applicable. Marryatville PS had no ATSI enrolments in 2021.

School performance comment

Our 2021 reading data (NAPLAN, phonics check and running records) indicate by far the majority of our students are achieving the standard of educational achievement with very strong representation in the higher achievement bands. In year 3 NAPLAN reading 90% of our students achieved SEA with 61% in the higher bands. In our year 5 cohort 99% achieved SEA with 59% in the higher bands. At year 7 90% achieved SEA with 44% in the higher bands. Retaining our current year 5 cohort's percentage in higher bands will be a focus in 2022 for their transition to year 7 in 2023. In the early years 87% of our year 1's achieved the running records benchmark of level 13 or above. In year 2, 95% achieved the SEA of level 21 or above. In our 2021 phonics screening check 80% of our year 1's achieved the benchmark level 28, with a high representation of 56% in the higher bands.

The Brightpath persuasive ruler was introduced in 2022, assisting teachers to accurately assess student writing. Teachers scored one narrative sample in term 1, showing an upward trajectory on the narrative ruler, with all year levels continuing to grow in their writing success, achieving higher than the narrative mean score (except for year 7, who sat just below the mean). Persuasive samples were collected and scored in term 1 and then again in term 3. All year levels saw growth, many experiencing an effect size of 1.5 or higher. Year 7 experienced lower growth, however, grew with an effect size of 0.77 in just 6 months of schooling.

Our 2021 NAPLAN data showed an upward trend in our focus areas of sentence structure and vocabulary. Year 5 students increased in vocab by 39% and increased in sentence structure by 37%. Year 7 students increased in vocab by 31% and increased in sentence structure by 27%. We saw a small decrease in year 3 (sentence structure). Our 2021 year 5 data (in vocab and sentence structure) demonstrates a gradual shift with a greater number of students moving into higher bands which aligns with our targets.

In 2021 the numeracy results as measured by NAPLAN indicate that 93% of year 3 students, 94% of year 5 students and 89% of year 7 students demonstrated the expected achievement against the standard of educational achievement (SEA). For year 3 and 5 this represents an improvement and for year 7 a slight decline. Mathematics performance measured by the Progressive Achievement Test (PAT) indicates that overall our students are improving in the percentage of number questions answered correctly, an indication that our focus in this area of teaching is improving student performance.

Attendance

Year level	2018	2019	2020	2021
Reception	94.2%	93.2%	93.0%	95.0%
Year 1	93.6%	92.5%	91.9%	96.1%
Year 2	94.5%	94.5%	93.4%	94.7%
Year 3	96.6%	95.0%	94.2%	95.9%
Year 4	94.7%	94.7%	93.7%	94.2%
Year 5	93.5%	93.5%	95.0%	95.5%
Year 6	94.0%	93.2%	92.6%	95.5%
Year 7	93.6%	93.7%	92.3%	92.9%
Primary Other	95.8%	N/A	N/A	N/A
Total	94.3%	93.8%	93.3%	94.9%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

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

Attendance comment

Our overall attendance rate of 95% in 2021 is slightly higher than previous years and reflective of the value the community places on education. Although more students were absent due to Covid-19 related quarantine requirements or family reasons, fewer families requested exemptions for travel. Families of children who are at risk of continued poor attendance are approached supportively and encouraged to work with the school to improve attendance. In 2021 assistance was sought from support services for one case of chronic poor attendance. Classroom teachers are aware of their responsibilities in keeping accurate records through our Sentral management system.

Behaviour support comment

In 2021 our preventative and restorative student programs continued to support positive student behaviour development in partnership with families. Our focus on PERMA, character strengths through a daily read aloud and the Friendology Program all assist students to feel empowered and seek help when issues arise. Student yard and class misdemeanours are addressed efficiently and fairly by teachers and supported through quick intervention by the leadership team. The number of students suspended constituted 0.2% of the student population (2 students).

Parent opinion survey summary

In 2021 there was an increase in the number of responses to the parent opinion survey. With 343 responses a broader parent opinion was collected and considered. There was an increase in positive 'agree/strongly agree' responses to statements about school climate and learning. 92% of respondents agreed that people are respectful and 85% agreed that the school communicates effectively.

Areas for improvement were noted. Parents would like to have a greater awareness of the standard of work required at each year level and receive learning tips to assist with home learning. We will address this in 2022 through improved communication from classroom teachers outlining the learning and parents having access to feedback about their child's work to understand if expectations are being met.

A representative group of parents met with the External School Review panel in term 4 2021. It was evident to the panel that parents have high expectations of the school and of their children. They expect their children to achieve high standards. Parents commented that high levels of communication exist between school and home with parents dedicated to supporting the school. Parents are keen to take advice from teachers around learning improvement and are willing and able to follow through on this advice as they want their children to be successful. Parents described the school as positive with a "beautiful culture, steady and guiding."

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	26	24.3%
NS - LEFT SA FOR NSW	1	0.9%
OV - LEFT SA FOR OVERSEAS	2	1.9%
QL - LEFT SA FOR QLD	6	5.6%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	70	65.4%
U - UNKNOWN	2	1.9%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

All teaching staff meet the requirements of the Teacher Registration Board and completed the mandatory RRHAN-EC update by the December 2021 due date. We adhere to the DfE Volunteers policy and ensure that families are informed about the policy and requirements for volunteers at our site.

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	50
Post Graduate Qualifications	9

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	30.0	0.0	9.1
Persons	1	32	0	12

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Financial statement

Funding Source	Amount
Grants: State	\$2,500
Grants: Commonwealth	\$100,000
Parent Contributions	\$537,002
Fund Raising	\$17,161
Other	\$0

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

2021 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 2021 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	SSO staff and teachers were provided with time and resources to support positive student social behaviour and make connections with families to support wellbeing.	Wellbeing and engagement data shows positive growth in connection to school.
	Improved outcomes for students with an additional language or dialect	Small group intervention 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 special education teacher to achieve their documented goals. Staff were provided with time and support to complete One Plan documentation.	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</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	<p>Students not achieving SEA or expected benchmarks received targeted support 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>Individual students with disability received a differentiated learning program, as documented in their One Plan.</p> <p>MPS had no ATSI enrolments in 2021.</p>	Improved tracking of students at the individual level ensured that interventions were adjusted as needed to achieve goals.
Program funding for all students	Australian Curriculum	Used to support literacy and numeracy teacher training, in line with site priorities and partnership initiatives, in particular in relation to exploring the curriculum units of work and associated resources.	Improved staff teaching knowledge of quality curriculum planning.
Other discretionary funding	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	Investment in literacy and numeracy programs and resources, in line with site improvement priorities.	Interventions well resourced and staff able to track improvement.
	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	STEM focus supported with additional learning opportunities and resources to provide intellectual stretch.	Students challenged through differentiated opportunities.

