



Monash Primary School 2017 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Monash Primary School Number: 274

Partnership: Berri & Barmera

Name of School Principal:

Brenton Chapman

Name of Governing Council Chair:

Paula Nelsson

Date of Endorsement:

13/3/18

School Context and Highlights

School Context

During 2017 Monash PS had a maximum enrolment of 218 and 8 classes configured as follows:

2xR/1/2, 2/3, 2/3, 3/4, 4/5 and 2xyear 6/7 classes.

Student Cohort characteristics

ATSI 6.02%

NESB 7%

ESL 7%

SWD 9.72%

School Card 25%

Staffing

Total staff attached to the school was 28.

15 teachers, 11 SSO's, 1 GSE and 1 PCW.

Teaching FTE was 12.2 and 253 SSO hours were deployed in a variety of roles.

This year we welcomed 40 new students into the school and finished the year with 218 enrolments. In a great sign for our school, enrolment numbers remain strong, enabling us to provide consistency in terms of class numbers, staffing and school programs. At Monash Primary we focus on creating an environment where staff, students and parents have strong connections within a community and play an active part in supporting the wellbeing and learning of students. We have a clear focus on developing our students as successful learners with an ability to be active participants in their own learning. In 2017 our school, along with other Berri/Barmera schools and Kindergartens, partnered with Corwin International to further our school's learning in this area. This is a 3 year partnership that will see teachers engage in a professional learning program and action a range of new classroom strategies. Information about our progress with this has featured in newsletter editions throughout the year. 2017 Literacy and Numeracy results show that 78% and 70% of students achieve the DECD Standard of Educational Achievement in English and Maths. In what is a pleasing trend the school is showing an ability to increase the number of students who reach standard in the various year level cohorts. Our results continue to validate the resources we put into supporting students with reading and teacher professional learning in the area of maths.

Our 2017 calendar of events featured a range of whole school activities all designed to increase students' opportunities for success and ensure their connectedness to the school community. These events rely on the commitment of staff as well as their time and energy to make it happen.

Our facilities continue to be improved and in 2017 our new Art room and the 6/7 unit became fully operational. Other improvements made during the year include an additional set of drinking fountains behind the Junior primary unit, new shade awnings, exterior paintwork on the majority of school buildings and new carpet in many of the teaching spaces.

Governing Council Report

Another great year at Monash Primary School in 2017 saw some of our big projects come to light. The new classroom completion and re-development of the new art room, painting, carpets and new speaker system were just some of our achievements.

The Governing Council supports our students in various ways. We provide financial subsidy for camps and excursions, which allows students to learn outside of the classroom, being beneficial for development. We have been working closely with teachers, students and staff to develop successful learners and successful learners resources. We will see the toilet blocks upgraded over the school holidays. Day one next year they will be ready to go...exciting! We also have in the planning stages, changes to the old art room turning it into a room for parents, students and SSO's to use. It will contain a food preparation area which will also provide another space in which to learn.

It is rewarding as a Governing Council to see confident students involved in the many activities our school has been involved in like SAPSASA events, Choir, Music Count Us In, Walk Safely to School, Bike Ed, Swimming and Book Week. Sports Day was a roaring success this year with the students winning the parent/teacher/student shield. We are currently recruiting parents for next year.

We as Governing Council will continue to do our good work and invite your input. If you have any ideas on how you think we could help to improve our wonderful little school please feel free to talk to any of our Governing Councillors.

Karen Trobbiani has been a teacher at Monash for a great number of years, we thank you for the knowledge you have imparted to our students and we wish you best of luck in your retirement.

Thank you to the students, parents, teachers, SSO's, Student Council Representatives, Parents & Friends and anyone who has helped in any way during this year, your input is what makes our school the outstanding learning space that it is. To my fellow Governing Councillors I would like to say a huge thankyou to you all, you are such a lovely bunch.

On behalf of the GC I would like to wish everyone a Christmas full of fun and great memories, a new year that will be the best one yet and very safe holidays. See you next year.

Paula Nelsson

Governing Council Chairperson 2017

Improvement Planning and Outcomes

TEACHING & LEARNING

2017 saw Monash Primary implement the second year of the External Review Improvement Plan and participate in the first year of the Corwin Collaborative Impact Project. Developing successful learners who are active participants in the learning process, can talk about what they are learning and how they learn best and can effectively use success criteria to inform their progress, level of achievement and next learning steps was our focus. We have a commitment to improving teacher practice and student outcomes through quality training and development, implementing effective, evidence based pedagogy and collaborative learning design and moderation.

Progress against school targets:

**Target 1 – 80% of students read at age appropriate standard (DECD Standard of Educational Achievement).

• 2017 result – Years 3-6 achieved target, Reception-Year 2 and Year 7 did not achieve target. We note a range in reading levels in the Year 1 cohort, and the Year 5 cohort is particularly high achieving (96%). Some middle and upper primary students who achieve above standard in reading have made low progress.

**Target 2 – 80% of Years 3-7 students achieve DECD SEA in PAT-Maths testing.

• 2017 Result – Years 5-6 achieved target. Years 3, 4 and 7 did not achieve target. We note that while not as many students achieved target in Maths as in Reading, progress across Years 3-7 in Maths is higher than Reading. A number of students have made significant progress, although remain below standard.

Recommendations:

In 2018, Monash Primary will participate in the second year of the Collaborative Impact Project, with a focus on using student assessment and student voice as feedback to teachers. Students will become more confident to talk about learning goals, progress and next learning steps, and the shared language of successful learners will become prominent.

Focusing on the explicit teaching of reading will be important, particularly in middle-upper primary years as progress for some students at or above standard has a tendency to plateau. Maintaining progress of high achieving students in reading and maths will be a priority.

WELLBEING

2017 behaviour data indicates that students from Reception-Year 3 were responsible for 70% of behaviour incidents and 84% of office sit out/take home/suspensions. These students were involved in incidents that indicate a lack of social skill development appropriate to age level and an underdeveloped ability to self regulate.

While we are aware of a number of students who have experienced trauma which impacts their behaviour and ability to self-regulate, evidence gathered from staff suggests they lack confidence in their capacity to support these students and their families. The findings also show that 64% of staff surveyed believe that students are not currently provided with opportunities to take the lead in promoting positive child mental health, while 36% of staff surveyed identified that social and emotional skills are not taught formally in structured sessions at our school.

Recommendations:

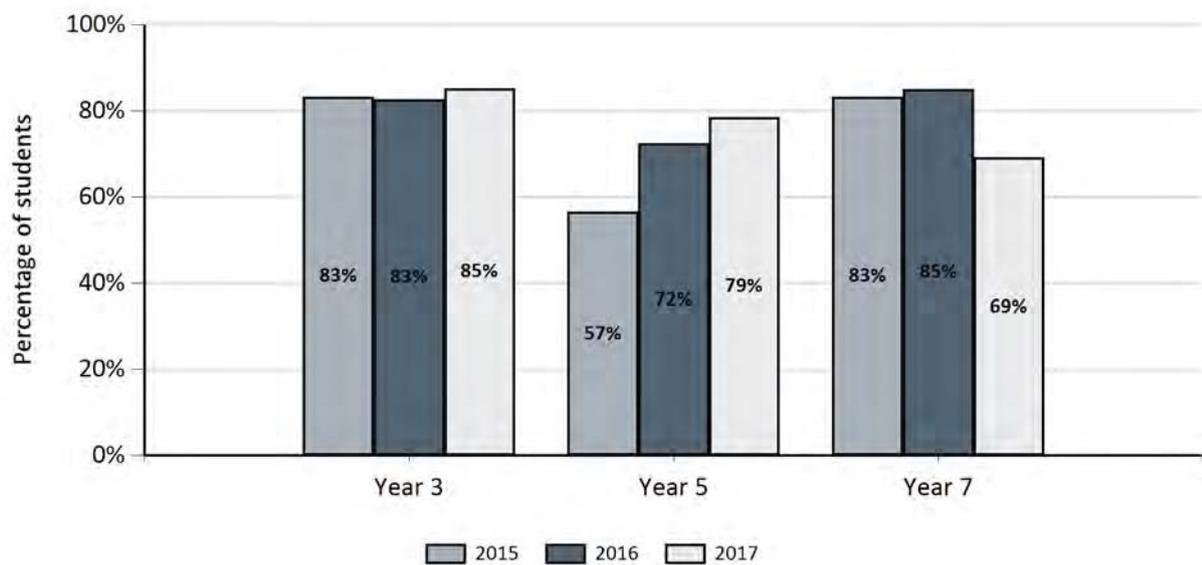
*A KidsMatter Student Team be established to create an opportunity for students to lead peers to promote wellbeing and positive mental health through organising and leading various school activities and sharing information about services and strategies. *A 0.4 teacher allocation to work with teachers and students of Reception-Year 4 to specifically target the teaching of social-emotional skills. *Drumbeat program be implemented with a group of Year 4-7 students who have a recognised need for further social and emotional skill development. *Berry Street Education Model strategies will be shared with staff to teach co-regulation and self regulation strategies to students.

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.

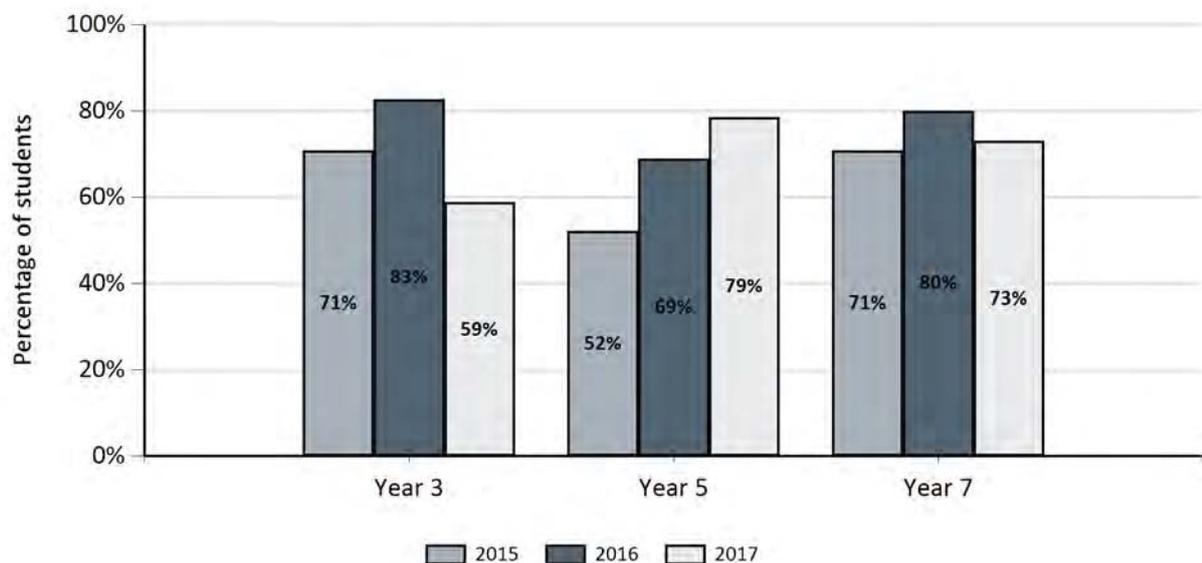
Reading



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	26%	23%	25%
Middle progress group	37%	45%	50%
Lower progress group	37%	32%	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 3-5	Year 5-7	State (average)
Upper progress group	11%	5%	25%
Middle progress group	63%	52%	50%
Lower progress group	26%	43%	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	34	34	11	9	32%	26%
Year 3 2015-17 Average	29.0	29.0	10.7	7.0	37%	24%
Year 5 2017	28	28	14	6	50%	21%
Year 5 2015-17 Average	26.7	26.7	7.7	4.0	29%	15%
Year 7 2017	26	26	4	0	15%	0%
Year 7 2015-17 Average	23.3	23.3	5.7	1.3	24%	6%

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

NAPLAN

Our 2017 reading results highlight the continual improvement the school is making in lifting the number of students who reach SEA as well as those who achieve in the higher bands. Year 3 and 5 student results were an increase from 2016 both in the number of students who reached standard and the percentage of students with high achievement. Even though the year 7 cohort had a drop in the number students who achieved SEA (compared to 2016) a closer analysis of the results show a notable increase from the relevant year 5 cohort result in 2015.

This increase is also evident in the year 7 maths results where the cohort result lifted from 52% at SEA in 2015 to 73% in 2017. A similar pattern exists for the 2017 year 5 cohort who achieved results above the historic range. Year 3 maths results highlight a number of 'vulnerable' students who require intervention and support to close the gap between their current level of achievement and the SEA. Similarly a focus on increasing the number of students with medium and upper level progress, particularly in maths is required.

As well as NAPLAN the school also monitors student progress using Running Records, PATR and PATM tests. the following provides a summary of student performance in 2017;

Reading

Running Records 2016/2017 SEA

Reception 64% - 67%

Year 1 55% - 51%

Year 2 74% - 42%

PAT-R 2016/2017 SEA

PAT-R Year 3 - 82% - 90%

PAT-R Year 4 - 76% - 85%

PAT-R Year 5 - 67% - 100%

PAT-R Year 6 - 72% - 90%

PAT-R Year 7 - 95% - 71%

Maths

PAT-M 2016/2017 SEA

PAT-M Year 3 - 74% - 63%

PAT-M Year 4 - 90% - 76%

PAT-M Year 5 - 85% - 85%

PAT-M Year 6 - 68% - 86%

PAT-M Year 7 - 77% - 52%

Maths will continue to be a focus for pedagogical improvement with an emphasis on increasing the number of students at SEA as well students attaining medium and upper level growth. Our priority is to develop successful learners who use authentic feedback to set clear and challenging learning goals. Teaching staff will continue to work with the school's Teaching and Learning Coordinator and Senior Leader - Learning Improvement to develop strategies to better assist students achieve learning goals.

Attendance

Year level	2014	2015	2016	2017
Reception	93.1%	89.6%	90.3%	90.6%
Year 1	92.3%	90.2%	94.7%	90.5%
Year 2	92.0%	92.2%	93.0%	90.2%
Year 3	93.7%	91.3%	92.6%	90.3%
Year 4	92.8%	93.3%	88.4%	91.4%
Year 5	94.9%	93.5%	94.4%	93.3%
Year 6	93.1%	90.4%	92.8%	93.9%
Year 7	91.5%	93.2%	92.9%	90.8%
Total	92.9%	91.8%	92.4%	91.4%

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

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

Attendance Comment

The school continues to promote the importance of regular attendance for students through school and class communication. Absence reports are completed daily with unexplained absences followed up by class teachers. Weekly reports are produced and verified by teachers. Parents receive a letter/phone call if their child is absent after a third consecutive day. The Student Wellbeing Leader monitors whole school attendance on a regular basis and is in regular contact with students and families at risk through non-attendance. Referrals are made to the Attendance and Engagement Social Worker.

Behaviour Management Comment

During 2017 the school recorded 97 incidents relating to threatened/actual violence. This comprises 20% of total number of behaviour incidents. The number of students involved in these incidents was 33 (15%) of the student cohort. Of the 33 students involved, 28 of them recorded 3 or less incidents for the year. Our data shows a comparatively higher percentage of JP students involved in behaviour incidents both in class and yard situations. The school supports behaviour learning through explicit teaching of social-emotional competencies as part of the KidsMatter program and through positive play support provided by teachers and support staff. Increasing SWL time and the Berry St Education model as preventative strategies will be implemented in 2018.

Client Opinion Summary

Parent Opinion was extremely positive. The highest ratings (4-4.5 out of 5) included: teachers expect my child to do their best, the school is well maintained, my child likes being at this school, my child feels safe at this school, I feel I can talk with my child's teachers about concerns. Some of the lowest ratings (3.9 out of 5) included: my child's learning needs are being met, the school works with me to support my child's learning. Further information gained indicates that 94% of families feel welcome at the school, 76% are aware of the opportunities the school provides for connecting with each other and develop support networks, and 84% indicate that they have a clear understanding of their child's educational achievement. We deliberately look for ways to connect with families and ensure they are aware of their child's current level against standard and what their next goals are. This will continue to be a focus in 2018.

Student Opinion surveys were completed by 122 students, with the highest rating (4.6 out of 5) being: my teachers expect me to do my best. Other high level responses (above 4) included: my teachers provide me with useful feedback, I feel safe at my school, I can talk to teachers about my concerns, I like being at my school, my school looks for ways to improve, my teachers motivate me to learn and my school gives me opportunities to do interesting things. 94% of students indicated that they have friends at school and 90% of students know how to help a friend. Our continued focus on developing a sense of belonging and supporting students to develop social-emotional competencies is having a positive impact on the wellbeing of students. 77% of students feel they can talk about the different ways a Monash student can show they are a successful learner, which is what we would expect at this time of the roll out of our framework. 2018 will see a deliberate and intentional focus on building on current understanding.

Staff opinion surveys align with parent and student responses in that the highest rating was for: teachers at this school expect students to do their best (4.6 out of 5). All other responses achieved a rating above 4, with a couple being just below: student behaviour is well managed and student learning needs are being met.

The strength of response to "teachers expect students to do their best" points to the impact of our continued focus on student improvement and growth and the prioritising of learning goals.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	1	3.3%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	1	3.3%
Transfer to SA Govt School	28	93.3%
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

Monash Primary School values the contribution its volunteers make to the schooling experience of students. Our volunteer numbers continue to be high across a range of school based programs and activities. Information about screening requirements is communicated to families via school and class newsletters. Teachers are made aware of DECD requirements before recruiting volunteers to support class programs. DCSI clearances for volunteers and service providers are sighted and kept in school files. Volunteer training is provided on an annual basis.

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	34
Post Graduate Qualifications	6

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 Equivalents	0.0	13.1	0.0	8.1
Persons	0	16	0	11

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

Financial Statement

Funding Source	Amount
Grants: State	\$1,891,370
Grants: Commonwealth	\$3,600
Parent Contributions	\$105,550
Fund Raising	\$33,000
Other	\$184,360

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	Appointment of SWL to lead priorities: raising profile of KidsMatter, Partnership Engagement and Wellbeing Project and building the knowledge of teachers in developing student's social-emotional competencies.	Continuing in 2018
	Improved Outcomes for Students with an Additional Language or Dialect	Small group or 1:1 literacy support for EALD students complemented quality and differentiated teacher instruction.	
	Improved Outcomes for Students with Disabilities	Resources directed to support development, implementation and review of One Plans, T&D, accessing Support Services, collaborative teacher planning opportunities to implement differentiated programs.	One Plans updated and reviewed, T&D accessed, improved outcomes for students
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	APAS funding for students not meeting SEA, 1:1 support provided in literacy. Numeracy and Literacy funding used to support students not meeting SEA through intervention programs, building capacity of teachers to differentiate curriculum for all and increasing teacher clarity through learning goals, success criteria and successful learners framework. Australian Curriculum funding used to implement LDAM strategy, including time for collaborative learning design and moderation across Partnerships schools and T&D for staff.	Continuing in 2018
Program Funding for all Students	Australian Curriculum		
Other Discretionary Funding	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	Funding used to implement high-impact strategies including teacher collaboration to design quality learning/assessment tasks and SSO support and interventions, as well as consulting with Corwin to build teacher capacity.	Continuing in 2018
	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)	The school received 0.32 salary, increased this to 0.4 for 2017. Raising the profile of KidsMatter, developing social-emotional competencies of students and developing staff understanding of working with students at risk	E&W project involvement, clarity of SAR, connections with services for families.