



Mundulla Primary School

2020 annual report to the community

Mundulla Primary School Number: 297

Partnership: Tatiara - Wrattenbully 1

Signature

School principal:

Joann Packer

Governing council chair:

Tim Leach

Date of endorsement:

16 February 2021



Government
of South Australia
Department for Education

Context and highlights

Mundulla Primary School is situated 10 kms from Bordertown in the Upper Limestone Coast. We are part of the Tatiara Partnership.

In 2020, we provided 4 classes, F/1, 2/3, 4/5 & 6/7 with Music, Media, Science and Visual Art as specialist subjects. Enrolments increased slightly to 79 students reducing to 75 by the end of the year. The school employed 5 teachers, 8 part time SSOs and we have a part time Pastoral Support Worker.

Mundulla is primarily a farming community and extremely active, community minded and supportive of the school. The staff cohort are a mix of new and returning teachers and SSOs. New part-time SSOs were employed this year to support children with disabilities and provide intervention and extension programs.

This year, the Student Action Team (SAT) were active in organising dress up days and fundraising for the school and their chosen charity, the Cancer Council. Students took on the organisation of lunchtime activities, predominantly for year 4-7 students, including successful soccer and table tennis tournaments. They organised a week of various physical activities for all students in the school.

Staff were able to switch to online learning for students during the pandemic with blended learning taking place in each class for some time.

In 2020 staff returned to the Connected Curriculum approach for learning with a theme chosen for each term and learning tasks developed in line with the Australian Curriculum. This was seen as a positive step for our teachers as it was clear they were meeting the requirements of the Australian Curriculum by covering each aspect during the terms and allowed. It also proved very useful when online learning was proposed and carried out by some students for Home Learning.

Highlights for the year included the focus on the environment with the Youth Environmental Leadership Program students presenting their work to students from across the South East. Working with Doug Nicholls and the introduction of an Aboriginal Community Education Officer have also been highlights for students and staff. Students were very pleased to be able to hold a Presentation and Concert night although with Covid restrictions a very limited number of parents were able to attend.

Governing council report

What a challenging year it's been with Covid19. You'll remember at the end of T1, school finished early leading into Easter and at that time it was unknown whether the school would reopen. Thankyou must go to the teachers and staff who worked hard under extreme time pressure, preparing home learning packs and setting up google classroom not knowing when school classrooms would have students, thankfully lockdown finished to begin T2 as Covid normal. During Covid lockdown and reopening of classrooms, access was limited to the school grounds and SAPSASA sports cancelled to be later crammed into T3, a busy and uncertain time for all, handled well by the school community. Fortunately the only other hiccup being a shortened two day shutdown in late November and the lingering practices of social distancing, hand sanitising and check ins which by now we are all used to.

Although this year has not been without its challenges, there has been opportunity for unexpected learning and growth. For example, The GC had 2 meetings online one with zoom and one on Webex, Students GRIP leadership course similarly online, Choir performance online, a virtual cross country event (yes a running race online) and I'm sure many more in hindsight.

Fundraising for the school- planned were our staple events, the Mundulla show barbeque very successful thanks to the volunteers and Laura Excell as organiser, the concert barbeque unfortunately cancelled, the Christmas street parade and Barbeque unfortunately cancelled and the Raffle drawn later, thanks to the local sponsors and donations of goods. Projects this year

- The school front sign has been upgraded, lighting added early in the year– Thankyou to Ciampa Engineering and Bordertown Pumps and Refrigeration for donating the labour costs for this project.
- Installation of the new playground equipment for upper body strength and motor skills was completed, the border realigned and soft fill added.

In the future • Repair of the hitting wall

- Completion of some paved paths • Fence art • Facilities upgrade grant

Thankyou to all the school staff members, they are dedicated people and the ones leaving will be sadly missed, two of those being Amy Pietsch our pastoral care worker and Elise Mart, who we wish well in her new teaching position in Murray Bridge. We welcomed new teacher Luke Wise at the beginning of the year.

This years school finances are balanced and well managed again, thanks to Jenny Dungey. The GC has chosen to commit extra funding, to support the 4 classroom am, 3 Classroom pm structure to facilitate smaller class sizes, the benefits of this are obvious and we are very mindful that yr7s go to high school in 2022.

Quality improvement planning

Our 2 priorities for 2020 were Maths and Writing. Staff continued to interact with Kathy Palmer online and to utilise her skills for planning overviews and units of work even though face to face sessions were not available. We also participated in an online training with Professor Dianne Siemon on the Big Ideas in number which was of value especially for our graduate teacher. Quicksmart was continued for students identified through teacher judgement and testing. Although also interrupted during the year, students made progress and articulated that they felt more confident and were quicker in working out answers. Our Upper Primary teacher supported a teacher new to the site and a graduate teacher through offering demonstration lessons and follow up support with planning their lessons. This led to them being able to follow our agreement structure for lessons and provide engaging tasks.

The success for the year was the student improvement in writing. All staff were trained in Big Write and the Assessment and Data tracking module as well and took up this challenge of practice enthusiastically as they could see the improvement of student skills very quickly. We now have a regular writing assessment schedule as well as structured lessons for student improvement. Staff are confident in their ability to assess student work samples, support each other with this and have made connections with staff at Padthaway for moderating the work. Staff set high goals and on reflection have decided to modify these for next year- mainly due to better understanding of the Australian Curriculum criterion scales.

As part of the process for writing, formative assessment has also taken place and within the structure of the lessons, students are setting goals and looking for ways to be successful at a higher level. This area is one we wish to pursue across areas other than literacy in 2021 as well as continuing the processes for writing and spelling that have been developed across the school.

Improvement: Aboriginal learners

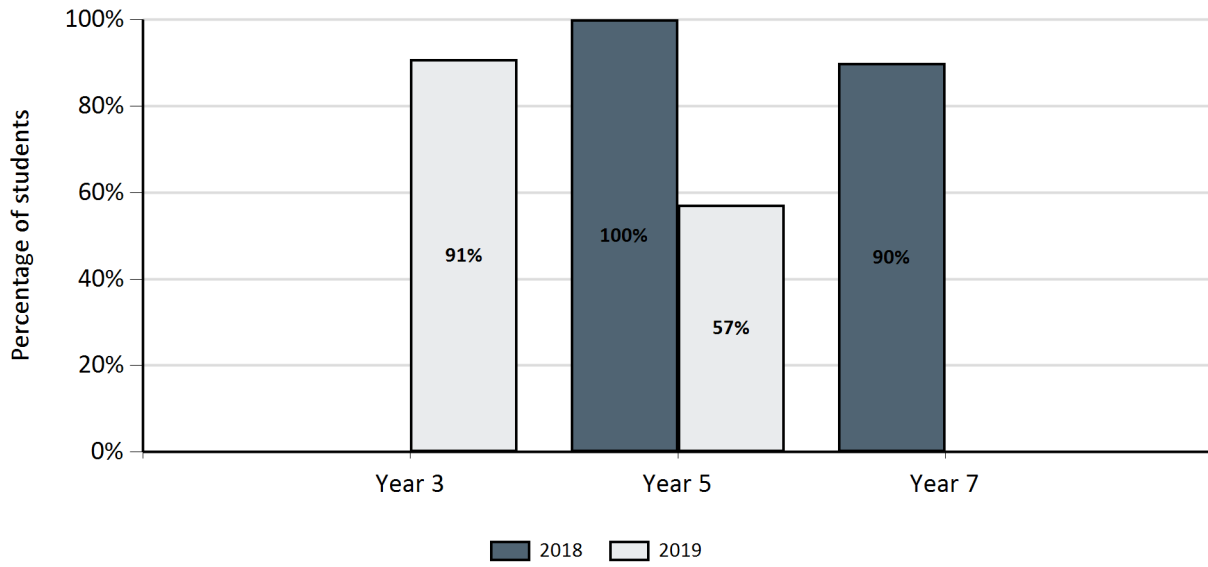
All 4 Aboriginal students had One Plans for their learning needs. Regular reviews were held informally with parents to continue support. An Aboriginal Community Education Officer was employed at the school for the first time to support students and staff.

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

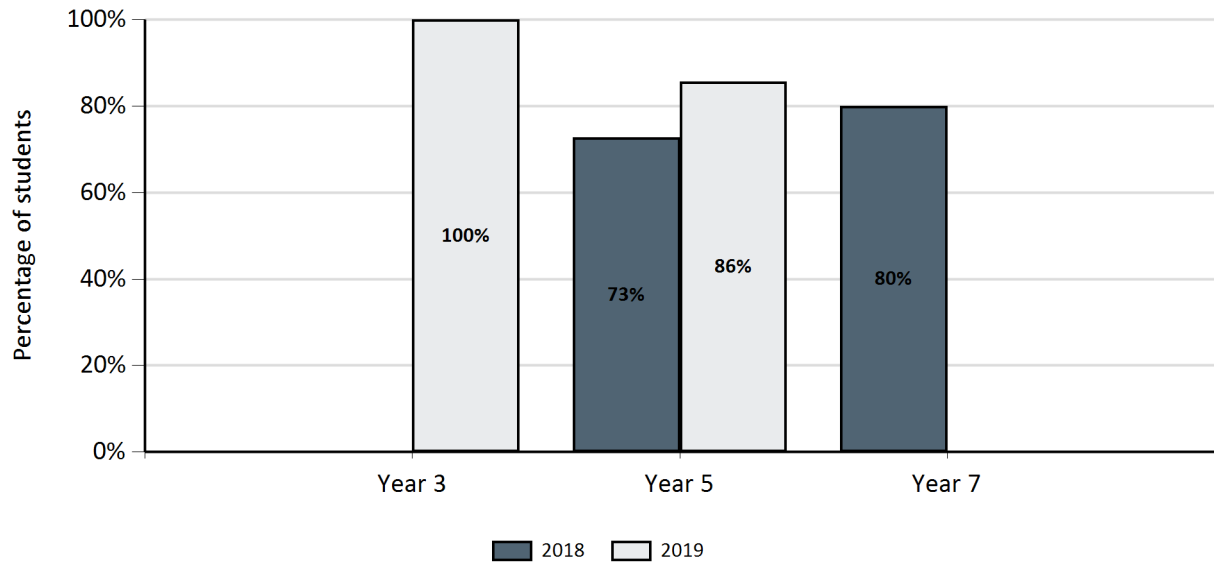


*NOTE: No NAPLAN testing was conducted in 2020.

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	*	*	25%
Middle progress group	*	*	50%
Lower progress group	*	*	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	*	*	25%
Middle progress group	*	*	50%
Lower progress group	*	*	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	11	11	5	5	45%	45%
Year 3 2017-2019 Average	7.3	7.3	3.3	2.0	45%	27%
Year 5 2019	7	7	1	1	14%	14%
Year 5 2017-2019 Average	8.0	8.0	1.7	1.7	21%	21%
Year 7 2019	*	*	*	*	*	*
Year 7 2017-2019 Average	7.7	7.7	1.3	1.0	17%	13%

*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

Due to the absence of NAPLAN testing this year more emphasis was given to the PAT R and PAT M testing. Across the school there were 6 students who did not meet SEA in at least one area. 2 of these students did not meet SEA in either of the tests. All of the students identified in the testing are already receiving support through intervention programs at the school and had been identified by staff for support for some time. All students made progress in their learning although not meeting the SEA.

This year we had students given support time to extend their learning due to high performance in Naplan testing in 2019. They worked together on a project designed to stretch their learning with an SSO.

Running records identified some students who had not met the required level in year 1, however, all year 2 students had met SEA in reading by the end of the year.

An interrupted year with Covid and the class teacher on extended leave for a term, impacted on the Phonics Screening results with only 2 students meeting the required level and one other almost there. Teachers continue to implement Jolly Phonics and Heggerty programs with the aim to improve these results in the future.

Our Site Improvement Plan focus was on writing in Literacy. All staff are trained in Big Write/ VCOP program and this was extended during the year with staff undertaking the Assessment and Data tracking component of the program. Our Junior Primary class continued to follow the bookmaking program with their work assessed against the Big Write Australian Curriculum Standards. With a whole school focus on writing and students using a common language and approach there have been improvements seen in writing across all areas of work.

Our numeracy work with Kathy Palmer continued throughout the year, especially for our Early Career teacher. Unfortunately face to face activities were halted but some online learning continued.

Attendance

Year level	2017	2018	2019	2020
Reception	81.5%	95.1%	86.1%	91.5%
Year 1	91.9%	85.4%	91.4%	88.6%
Year 2	91.2%	96.3%	89.7%	93.5%
Year 3	94.3%	92.8%	95.4%	90.6%
Year 4	87.7%	96.2%	89.0%	92.5%
Year 5	93.7%	92.1%	92.2%	88.7%
Year 6	94.1%	93.9%	89.9%	92.0%
Year 7	91.9%	92.9%	94.5%	88.1%
Total	91.1%	93.7%	90.8%	90.5%

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

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

Attendance comment

Attendance was at 90% for the year, which given the year we have had with students more likely to stay away when ill and attendance impacted by covid in the early days is still a respectable level.

Behaviour support comment

Overall the behaviour of students is good with generally compliant students and supportive parents. The impact of 1 or 2 students is therefore more noticeable when inappropriate behaviour occurs. The Behaviour Coach was utilised with teachers managing behaviours at class level more often. Relationships with parents are good and they worked in conjunction with the school to support students' behaviour changes.

Client opinion summary

The client opinion survey was completed by 23 out of 45 families in the school. Generally there was a high level of satisfaction in the areas surveyed. The questions on parents helping students to learn at home and school providing tips for helping students learn were the lowest rating and are areas to take into consideration. Other areas were in the 78-100% of satisfaction. The small number of participants means that even 1 person not agreeing or disagreeing means a 96% rate, so the higher numbers for most questions is seen as a positive result.

Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	5	100.0%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

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

Relevant history screening

All staff of the site and Governing Council members have current screening checks in place.

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	10
Post Graduate Qualifications	2

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	0.0	5.7	0.086	3.7
Persons	0	7	1	7

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

Financial statement

Funding Source	Amount
Grants: State	\$1,090,359
Grants: Commonwealth	\$2,800
Parent Contributions	\$29,089
Fund Raising	\$6,652
Other	\$3,908

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	A wellbeing co-ordinator worked with staff and students to further implement MYTERN into class programs and aligned our grievance procedures and behaviour management strategies to this program.	Students using the language of the program and working on problem solving.
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	Students with funding were supported by individual programs written by teachers and supported by SSOs. In some cases these included Too Smart , Clark Road Money program and PreLit	Students progressed in their One Plan goals but not all have been achieved.
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>	Early years was funded for intervention program, IESP funding was used for speech programs in the early years and individual and group programs in the middle years including Mini Lit. Literacy funding for students to participate in the Toe By Toe intervention program in Middle and Upper Primary levels.	Students participating in MiniLit demonstrated improved achievement in literacy including ATSI student.
Program funding for all students	Australian Curriculum	Materials purchased to further support teachers to teach in line with the Australian curriculum.	Programs demonstrate alignment to the Australian Curriculum Achievement Standard
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Funding was used to reduce class sizes to allow for more individual programs.	A large number of students achieved SEA.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	Students participated in a 4 week extension research program and presented the information to the class.	Students worked on an integrated unit of work in literacy and numeracy.