



Magill School 2017 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Magill School Number: 1213

Partnership: Morialta

Name of School Principal:

Di Fletcher

Name of Governing Council Chair:

Jo Adler

Date of Endorsement:

School Context and Highlights

Magill School is a large Reception to Year 7 school set in attractive grounds at the base of the foothills.

The school has predominantly modern well-equipped classrooms, specialist areas and extensive play spaces. The student community is multiculturally diverse with around 50 cultural groups represented. This is highly valued and celebrated. Student enrolment has increased significantly due to new housing developments, families moving into the zone to secure enrolment and pressure due to nearby schools reaching capacity. Families cite academic performance, cultural diversity and differentiation as reasons for choosing the school.

There have been many highlights including:

- strong academic performance as indicated against like schools in NAPLAN, growth in PAT testing and high achievements in competitions
- work in literacy and numeracy increasing consistency and collaboration between classes through adoption of common agreements
- introduction of Year 2,5 and 6 PLC's with a focus on using data to plan and deliver fluency and problem solving lessons
- first visit from students and staff of our sister school, Shandong Experimental Primary School. A special Assembly was attended by Government and DECD dignitaries including Mr Rick Perse and Minister Close
- highly successful school musical "Super Kids"
- as a music focus school 104 Magill students received Instrumental Music tuition across brass, strings, percussion and woodwind. These students performed as individuals and as part of the orchestra in a concert which was attended by nearly 200 families
- the Senior choir performed in the Adelaide Music Festival with Year 2,3 and 4 choirs performing in school events
- strong involvement in SAPSASA and after school competitions with strong performances in Athletics, hockey, netball and soccer
- successful R-7 Sports Day with strong participation by all students and high number of families in attendance
- an entertaining R-6 twilight Christmas concert with an audience of around 600
- Involvement in Partnership STEM and Questioning Inquiry projects.
- active R-7 Student Councils leading a variety of projects
- successful outsourcing of Canteen and Uniform shop

Governing Council Report

The Magill School Governing Council in 2017 has maintained a high level of interest and participation from parents across all year levels. The Governing Council has worked collaboratively with the school, parents and community to further enhance student learning at Magill School.

This has been a very productive year with the following items having been discussed, implemented or supported:

- Outsourcing the management of the Uniform Shop.
- Continuing support for Nature Play/Outdoor Learning.
- Recognition for volunteers and criteria selection for the honour board.
- Support of the continuing work of Kidsmatter – a health and wellbeing framework aimed at helping children to learn strategies to help them cope with anxiety and depression and enabling the school and families to work together.
- Continuation of parent/community access to Governing Council Chair and School Leadership via newsletter and email to address any enquiries/concerns. All emails or items raised at Governing Council meetings has been formally responded to.
- Continuing support of a 10% discount on the Material and Services fee for families who have 4 or more children attending Magill School
- Review of the excursion levy implemented this year and supported staff reports detailing the work being done in the classrooms and year levels with a common agreement to be provided to parents regarding intended excursions/incursions.
- Addressed safety in general across the school and acted on input from the community.
- Provided valuable input into the criteria selection/desirable qualities for the selection of the new school principal.
- Installation of shade sail structure over the Year 3-7 playground.
- Support and recognition of the work undertaken by the Fundraising Committee in the Walkathon and various sausage sizzle events. Fundraising profit for the for the year was \$23,787.47. Proceeds of fundraising from last year and this year has gone to providing \$15,000 towards upper primary iPads, long jump sand pit, cricket pitch, water cooler near the courts/OSHC, Ferguson/Murray notice boards and Lego Robotics in Year 7.

Improvement Planning and Outcomes

Progress to date in Literacy priority from evidence and data:

Successfully integrated whole-school agreements for the explicit teaching of reading strategies R-7 (Guided Reading).

- Guided Reading has been made as a whole-school agreement which is taught daily in all classrooms R-7.
- All staff have had input and buy-in to the documentation that underpins the whole-school Guided Reading agreement.
- Whole school Pupil Free Day Professional Development was led by Dr Alison Davis on the explicit teaching of reading strategies through Guided Reading in early Term 2. This increased consistency and flow across the Magill School site.
- Professional Development Staff Meetings to increase and upskill teaching pedagogies across the school and improve consistency of delivery of sessions across the school.
- In 2017, all teaching staff have had Guided Reading lesson observations conducted by Line Managers. Data regarding these observational visits have been discussed at leadership meetings and analysed and viewed in depth to guide future directions of the school by the Literacy Coordinator.

Continue to develop and improve teacher pedagogy for teaching of spelling R-7

- All teachers in Years 4-6 attended a full day Professional Development on 'Words Their Way'. This helped embed this program for spelling into teacher's pedagogy and ensured a consistent approach to spelling in the middle primary years.
- R-3 teachers continued to use Jolly Grammar and Jolly Phonics to explicitly teach spelling.
- Year 7 teachers are using individual programs with a consistent understanding for the purpose of vocabulary extension.

Implications for 2018 and future planning:

- Although the decline in NAPLAN writing results across all levels of testing is consistent with state-wide and national norms, we have identified this as a main area for improvement moving forward into 2018. As a school, we are committed to ensuring we raise achievement and continually strive for improvement in teaching and learning opportunities for each student.

Progress to date in Numeracy priority from evidence and data:

- The whole school agreements have continued to be implemented.
- Teachers' knowledge of delivering quality pedagogy in maths teaching as outlined in TfEL was built upon through Back-to-Front Maths Professional Development and resources.
- Learning Design Assessment and Moderation initiative has been started across our site as well as across the partnership. This is to be continued, further grown and improved on next year.

- Staff have used PAT M and NAPLAN data to measure individual student growth and identify 2-3 significant teaching priorities that emerged from the data as the most critical areas for focus.

- Maths intervention program QuickSmart has continued for year 5 and 6 students and TooSmart has been implemented for year 2 students.

Implications for 2018 and future planning:

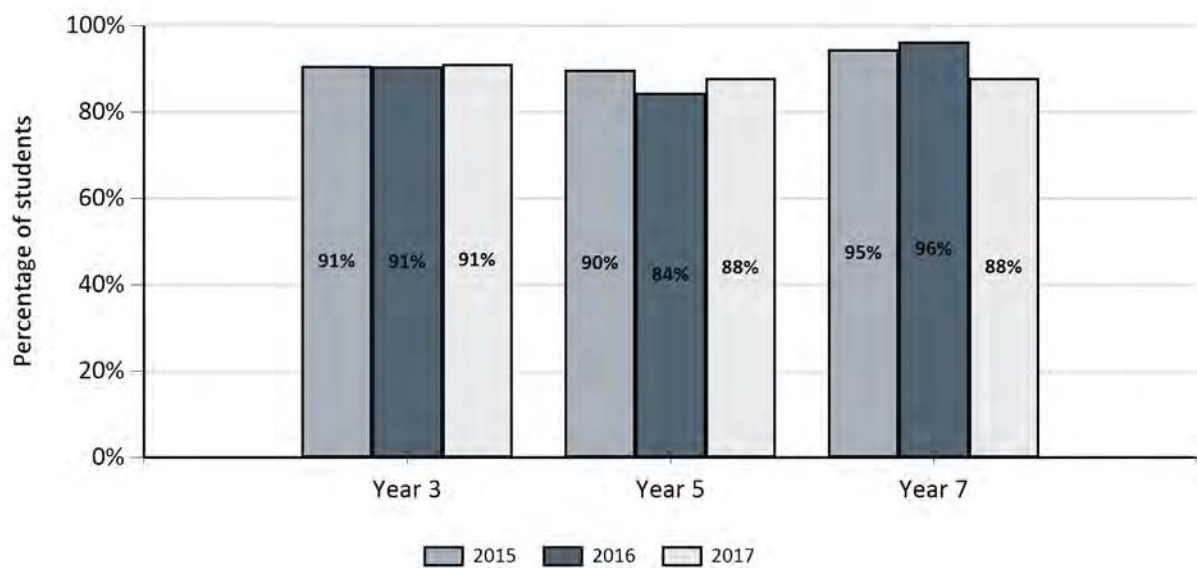
- Whole school agreements continue to be implemented and new staff are inducted in these.
- Focusing on the innovative learning design that is critical to teaching 21st Century skills as teams across year levels in our site and across the partnership.
- Improving the consistency of teacher judgement against achievement standards and in verifying A to E grades across our site and partnership.
- Using formative and summative assessments, PAT M and NAPLAN data to plan learning design.

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.

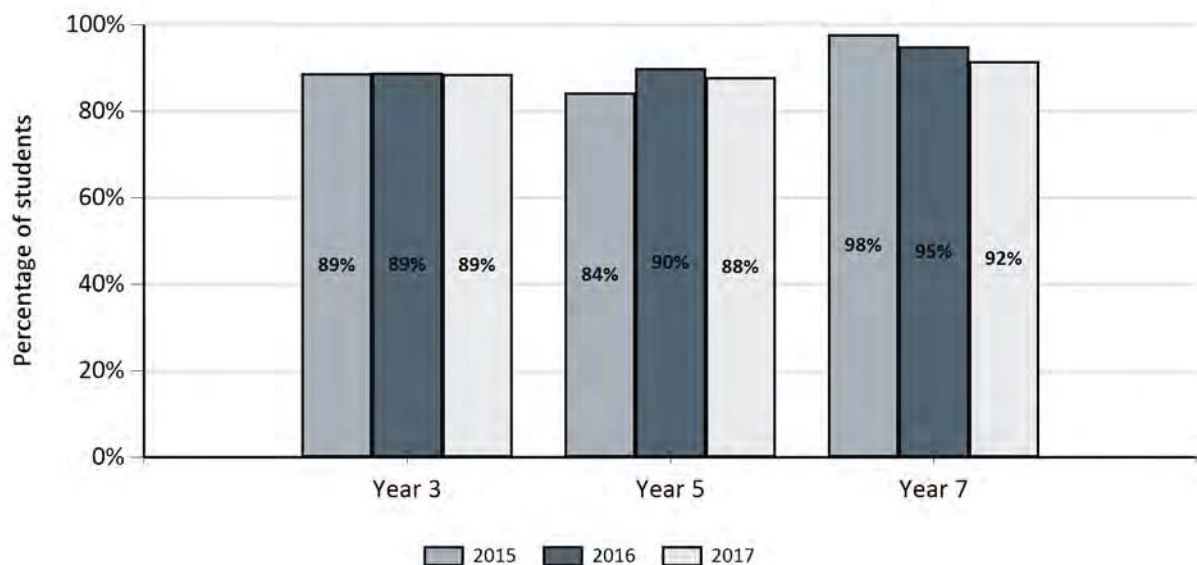
Reading



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	28%	40%	25%
Middle progress group	56%	40%	50%
Lower progress group	16%	20%	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	46%	44%	25%
Middle progress group	39%	40%	50%
Lower progress group	15%	16%	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	114	114	67	60	59%	53%
Year 3 2015-17 Average	112.7	112.7	62.0	52.3	55%	46%
Year 5 2017	107	107	49	48	46%	45%
Year 5 2015-17 Average	101.7	101.7	49.0	41.3	48%	41%
Year 7 2017	108	108	47	54	44%	50%
Year 7 2015-17 Average	93.7	93.7	44.3	46.0	47%	49%

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

Magill School students have traditionally performed above the state and national averages in numeracy, reading, grammar and spelling. In 2017, this pattern in achievement and results continued. We also performed well against 'like' schools, however, there has been downward turn in the growth between years 3 – 5 and 5 – 7 from 2016 to 2017. The large majority of students have achieved the DECD Standard of Educational Achievement (SEA) and are placed in the middle to high proficiency bands. Over the past three years, in Reading Year 3 students have maintained 91% of students achieving at or above the benchmark. The Year 5 cohort have seen an increase from 84% to 88% achieving the benchmark from 2016 – 2017 and have almost recovered the same percentage as seen in 2015 at 90%. The Year 7 cohort unfortunately saw a decline in results from 96% in 2016 to 88% in 2017. When comparing this cohort of students with their 2015 Year 5 results, we can see this decline is not as high with it only indicating a slight 2% decline. In Numeracy, we have again seen Year 3 students maintaining 89% of students achieving at or above the benchmark for the past three years. The Year 5 cohort saw a slight downturn from 2015 – 2016 (90% to 88%), however still indicated growth over a three-year period. In Year 7, there was another slight fall in results, falling from 95% to 92%, which is consistent with the 3% fall noticed from 2015 – 2016.

In 2017, Magill's progress data results sat above the State (average) in both Reading and Numeracy at Year 3 – 5 and 5 – 7. Unfortunately, these progress results have seen a decline in results from the 2014 – 2016 data with a reduction in students achieving in the 'upper progress group' and an increase in students achieving in the 'lower progress group' in Reading and Numeracy at Year 3 – 5 and 5 – 7. It is worth noting that this is comparing two separate cohorts and therefore discrepancies in data sets can often be seen, although this will be a big area for consideration to ensure that this downturn does not continue. In 2017, Year 3 students achieving in the upper two bands in Reading and Numeracy saw a higher percentage compared to the average from the past three years (Reading: 59% compared with 55% and Numeracy: 53% compared to 46%). Year 5 saw a slight 2% decline in Reading from 46% compared to 48% average and an increase in Numeracy (41% up to 45%). Year 7 saw a slight 3% decline in Reading from 47% compared to 44% average and a 1% increase in Numeracy (49% up to 50%).

The school's continued focus in Numeracy and Literacy in 2018 will support improvement in student outcomes. Magill School collects a variety of other data, including Running Records, SA Spelling test, Lexiles, PHA (phonics), Oxford Word list, PATM, PATR and PAT Science. All PAT data information is provided to parents with the end of year student report for students in Years 3 – 7.

Attendance

Year level	2014	2015	2016	2017
Reception	93.5%	93.0%	94.4%	94.6%
Year 1	92.9%	94.9%	94.6%	93.8%
Year 2	93.5%	94.3%	95.2%	93.3%
Year 3	94.2%	94.7%	94.1%	95.5%
Year 4	95.5%	95.5%	94.3%	94.4%
Year 5	95.0%	94.8%	94.5%	94.2%
Year 6	94.2%	94.9%	93.3%	94.8%
Year 7	94.3%	95.6%	93.7%	93.2%
Primary Other	100.0%	91.2%	72.2%	
Total	94.1%	94.8%	94.2%	94.3%

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

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

Attendance Comment

Attendance (94.6%) has improved by 0.2% since 2016 when it increased by 1.4%. Areas for focus are the few students with high absences for illness and/or family and students who routinely arrive late. Attendance is recorded using an electronic system and an SMS is received by parents if absence is without explanation. Poor attendance patterns are monitored and parent meetings are held. If ongoing an Attendance Improvement Plan is developed. Communication systems remind parents of the importance of every day attendance, the impact of arriving late regularly on learning and wellbeing.

Behaviour Management Comment

Behaviour management structures and processes continued to be reviewed and refined introducing Wellbeing and Positive Education practices. Lunch Clubs and Cool Down space was introduced to support successful yard play. Staff implemented Gratitude and Mindfulness concepts to promote positive mental health and wellbeing in students. We continue to encourage staff to co-develop classroom agreements with students to promote ownership of their actions towards learning and peers. Student suspension data for the year showed a general decline, however new enrolments contributed to a small spike in Term 4.

Suspensions:

Term 1	Term 2	Term 3	Term 4
4	4	2	3

Client Opinion Summary

Client opinion surveys were completed by staff, students and parents and scored between 0.0 -5.0.

Scores were all quite high with 0.9 being the largest range.

44 staff responded and scores were all 4.0 and above. The area with the lowest score (4.0) was "the school takes staff opinions seriously". As this was also the lowest ranked in 2016 it is an area which will need to be reviewed with attention given to the decision making and consultative processes being used and transparency within these. While representative committees are in place perhaps they are not as effective as they could be and improvements made. Consistent, clear communication is a constant challenge due to the number of staff at the site. The area ranked highest (4.8) was "teachers expect students to do their best".

65 students took part with scores between 3.5 and 4.4. Areas which scored relatively low were fair treatment by teachers, being able to talk to teachers about concerns, the management of student behaviour and feeling that opinions were taken seriously. In 2017 a Wellbeing Coordinator was appointed and a six year plan developed to introduce whole school agreements around Positive Education with an emphasis on restorative practices and a growth mindset. The highest ranked area (4.4) matched that of the teachers with students feeling that they were expected to do their best.

38 parents took part with scores between 3.7 and 4.3. Again the thread of taking opinions seriously was echoed with a relatively low score of 3.8. Other areas of concern were working with parents to support children's learning and management of behaviour. In 2017 new initiatives were implemented to support students who find yard and busy class times an overload through calm areas, a Cool Down Zone and Lunch Clubs which have all proved popular. The highest ranked areas were again agreement that teachers expected students to do their best and the feeling that concerns can be discussed. This was consistent across all groups.

Next year we will be exploring ways that we can increase the number of students and parents taking part in the survey as proportionately numbers were low.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	24	15.6%
Other	2	1.3%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	15	9.7%
Transfer to SA Govt School	98	63.6%
Unknown	15	9.7%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

DECD Relevant History Screening

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	97
Post Graduate Qualifications	20

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	46.4	0.1	14.9
Persons	0	54	1	25

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

Financial Statement

Funding Source	Amount
Grants: State	
Grants: Commonwealth	
Parent Contributions	
Fund Raising	
Other	

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	Funding used to support a Year 6 student with extreme behavioral needs. SSO's supported her to take sensory breaks and develop self regulation. Social stories also used to prepare her for events that caused anxiety.	No suspensions in Term 4. Increased engagement.
	Improved Outcomes for Students with an Additional Language or Dialect	Intensive support for priority EALD students. Coaching teachers in explicit functional grammar and comprehension strategies. Mentoring beginning teachers in pedagogy and assigning, analysing Language and Literacy levels.	1 level 74% 2 levels 15% 3 levels 2%
	Improved Outcomes for Students with Disabilities	Facilitator coached teachers in aligning SMARTAR goals with achievement outcomes and capabilities. SSO's and teachers worked closely towards meeting goals. What's the Buzz extended to incorporate al ASD students.	All students have documented SMARTAR goals. 84% have met initial goals.
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	Tutoring provided to one Aboriginal student in increasing reading level specifically comprehension strategies. 0.1 salary used to provide a Chinese language program for students to maintain their first language. R-2 and 3-7 groups held. Learning Difficulties Grant used to support Literacy Intervention programs - Maqlit, Minilit, Reading Dr and a Dyslexia support group. SSO's supported through coaching and mentoring to maximise outcomes. Teachers released for PLC's to collaboratively design and moderate problem-solving and fluency Maths tasks which accommodate differentiation Ongoing assessment has been a major focus.	Student has increased from level 19 to level 27. Student improvement in writing in Chinese. Increased medium and upper growth. Improved consistency.
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives		
Other Discretionary Funding	Better Schools Funding	Maths intervention implemented - Quicksmart, TooSmart. Teachers supported to develop common learning and assessment tasks and to moderate as a year level. Boost program used to support students in retaining higher bands.	92% retained in higher bands. PAT Maths growth
	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)	Wellbeing Counsellor worked with staff to introduce mindfulness and gratitude practices. Plan to implement Positive Education. School leaders introduced.	Ongoing priority to increase authentic student voice across R-7.