

# MAGILL SCHOOL

## Magill School

### 2021 annual report to the community

Magill School Number: 1213

Partnership: Morialta

Signature

School principal:

Mr John Iannunzio

Governing council chair:

Jenn Roberts

Date of endorsement:

7 February 2022



Government  
of South Australia  
Department for Education

## Context and highlights

Magill School is a large category 7 school in the eastern suburbs of Adelaide. In 2021 we had 885 students in 33 classes. The students cohort consisted of approximately:

118 (13%) school card holders  
135 (15%) students with English as an additional language or dialect  
34 (4%) students with a disability or learning difficulty  
8 (0.9%) Aboriginal students

2021 was a historic year as it was the last year, in the school's 150 history, that the school would teach year 7 students. Managing a double cohort transition to high school was a challenge.

COVID continued to effect many of the normal school operations and many events were effected. However, our learning program was largely uninterrupted and we were able to hold many successful events. Some highlights were:

- \* Year 6 and year 7 graduations attended by parents
- \* End of year concert attended by parents
- \* 140 students involved in the Instrumental Music program culminating in a concert in term 4
- \* Strong participation and involvement in SAPSASA sports competitions
- \* Yr 4 to Year 7 camps held
- \* R-7 Sports Day
- \* Whole school celebrations including: Chinese New Year, Reconciliation week, Book Week, Children's week

## Governing council report

Magill School Governing Council continues to maintain a high level of interest and input into many aspects of school governance. The Governing Council has worked collaboratively with the school community to ensure that they represent the views of the wider school community.

Some of the key actions / decisions taken in 2021 were:

- Continuation of 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 have been formally responded to.
  - The governing council allowed the onsite UMS shop to move (as their new shop in Firlie opened) and has handed the space over to the OSHC in order expand their offered services
  - Voted to join Credit Union SA's School Community Rewards program – the school will receive a percentage of loans taken out with the credit union
  - Review and implementation of new OSHC fees
  - Review and implementation of salary increase to the OSHC director
  - Review and implementation of the 2022 Material Services charge
  - Continuing support of a 10% discount on the Material and Services fee for families who have 4 or more children attending Magill School.
  - Reviewing sub-committee reports such as Finance, OSHC, Parent Engagement, Sports, Uniform and Fundraising. This also includes budgets, profit/loss and balance sheets
  - Letter to the Minister for Education/Member for Morialta – John Gardner in relation to the Capital Works development to the new junior primary building
  - Met with Minister Gardner and John Iannunzio to discuss the Capital Works
  - Reviewed letter from the Minister for Education and, subsequently, met with him again to discuss the Capital Works
- Jenn Roberts  
Magill School Governing Council Chairperson

# Quality improvement planning

In 2021, we completed the final year of the Site Improvement Plan cycle. The three areas for improvement and goals within our Site Improvement Plan are listed below:

## Goal 1 - Reading

Maintain the high levels of Year 3s reaching High Bands in Reading and increase the retention of Year 5 and Year 7 students achieving High Bands.

## Goal 2 - Numeracy

Maintain the high levels of Year 3s reaching High Bands in Reading and increase the retention of Year 5 and Year 7 students achieving High Bands

## Goal 3 - Writing

Increase student achievement in writing from Year 3 to Year 7

Our main emphasis from these three goals was placed on Writing as we identified this as the area of greatest need. We achieved some very strong results in the 2021 NAPLAN, in particular within writing. As a category 7 school, our main focus has been on stretching and challenging our students for High Band achievement/retention.

Below is are the NAPLAN results (% of High Bands) against the SIP goals / targets and whether they were achieved or not:

### Writing

Target - Years 3, 5 and 7 cohort increase Higher Band achievement by 5%.

Year 3 – 66.4% (18.4% increase) - Achieved

Year 5 – 30.3% (3.3% increase) - Not achieved

Year 7 – 47.3% (17.3% increase) - Achieved

### Numeracy

Target - Maintain Year 3s in Higher Bands and Year 5 and 7 cohort increase Higher Band achievement by 5%.

Year 3 – 48% (4% increase) - Achieved

Year 5 – 39% (2% decrease) - Not achieved

Year 7 – 82.3% (9.3% increase) - Achieved

### Reading

Target - Maintain Year 3s in Higher Bands and Year 5 and 7 cohort increase Higher Band achievement by 5%.

Year 3 – 68% (6% increase) - Achieved

Year 5 – 48.2% (1.8% decrease) - Not Achieved

Year 7 – 50.8% (10.8% increase) - Achieved

The overall picture of these results is very positive with some strong outcomes achieved. We have continued to have self-review processes in action through the SIP cycle and constantly involved staff for consultation throughout the process.

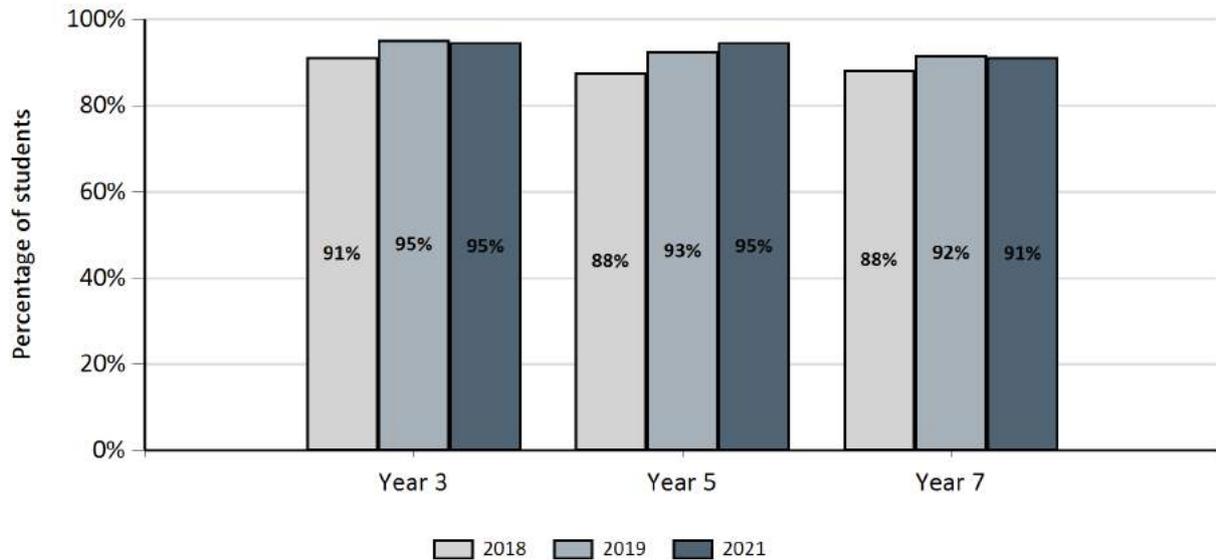
The dip in results at Year 5 is our area for greatest consideration. With the Year 7 cohort now moving to High School, the Year 3 and 5 results will be the only two testing levels we receive. We need to ensure that Numeracy is elevated to the same emphasis as Writing in the new 2022-2024 Site Improvement Plan.

# 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

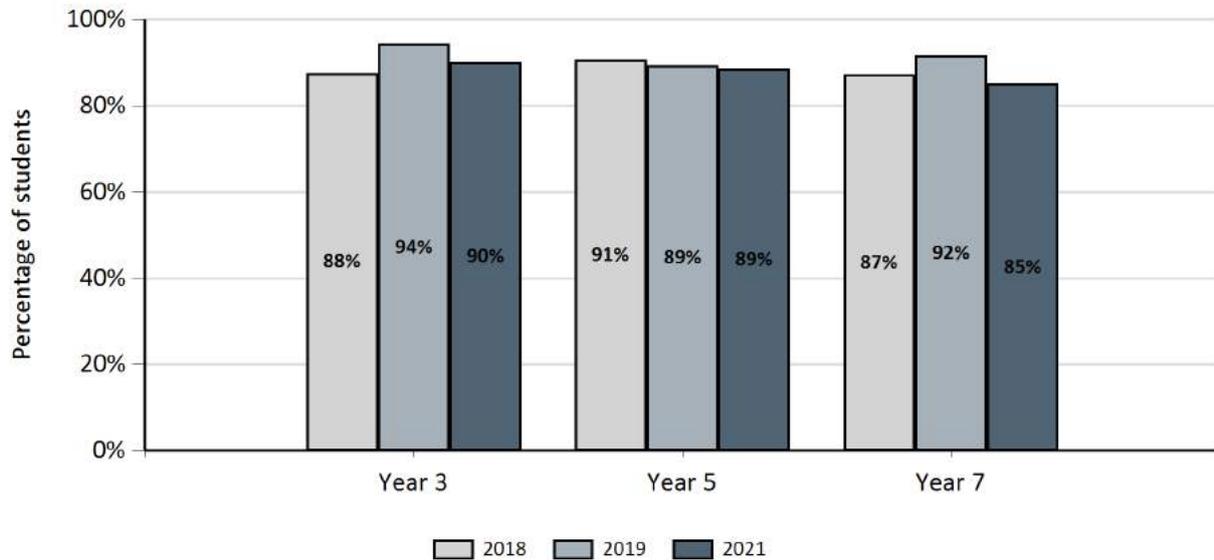


\*NOTE: No NAPLAN testing was conducted in 2020.

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	38%	52%	33%
Middle progress group	52%	35%	48%
Lower progress group	11%	13%	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	44%	31%	33%
Middle progress group	44%	59%	48%
Lower progress group	12%	10%	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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2021	132	132	92	63	70%	48%
Year 3 2019-2021 Average	120.0	120.0	79.5	55.5	66%	46%
Year 5 2021	114	114	54	43	47%	38%
Year 5 2019-2021 Average	118.5	118.5	57.5	46.5	49%	39%

\*NOTE: No NAPLAN testing was conducted in 2020.

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

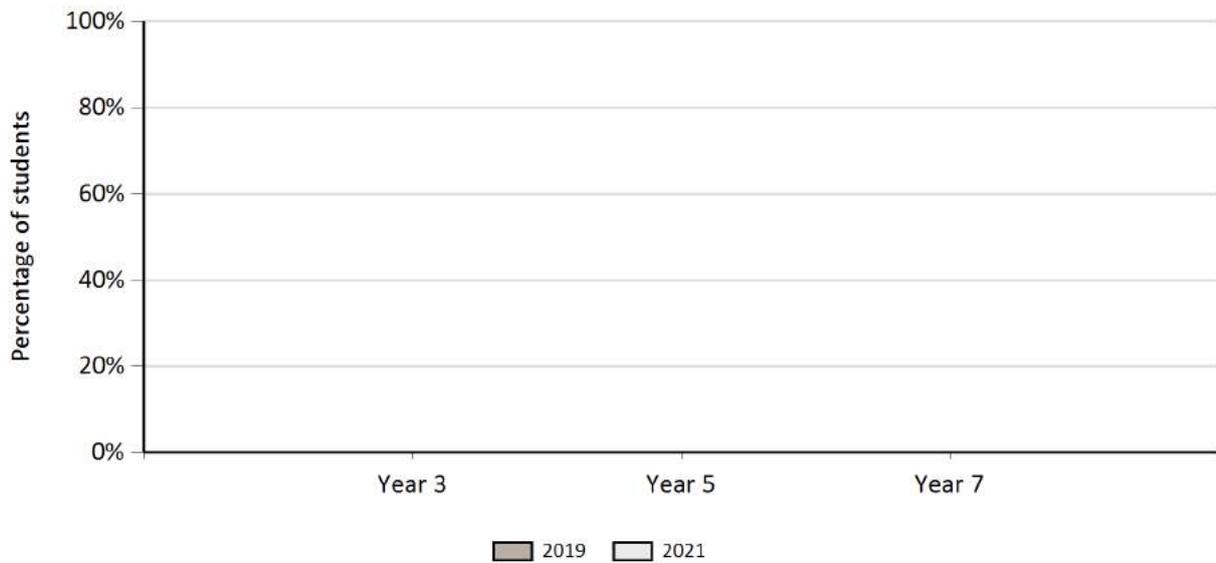
<sup>^</sup>includes absent and withdrawn students.

\*Reporting of data not provided when less than six students in the respective cohort.

\*\*Percentages have been rounded off to the nearest whole number.

# NAPLAN proficiency - Aboriginal learners

## Reading



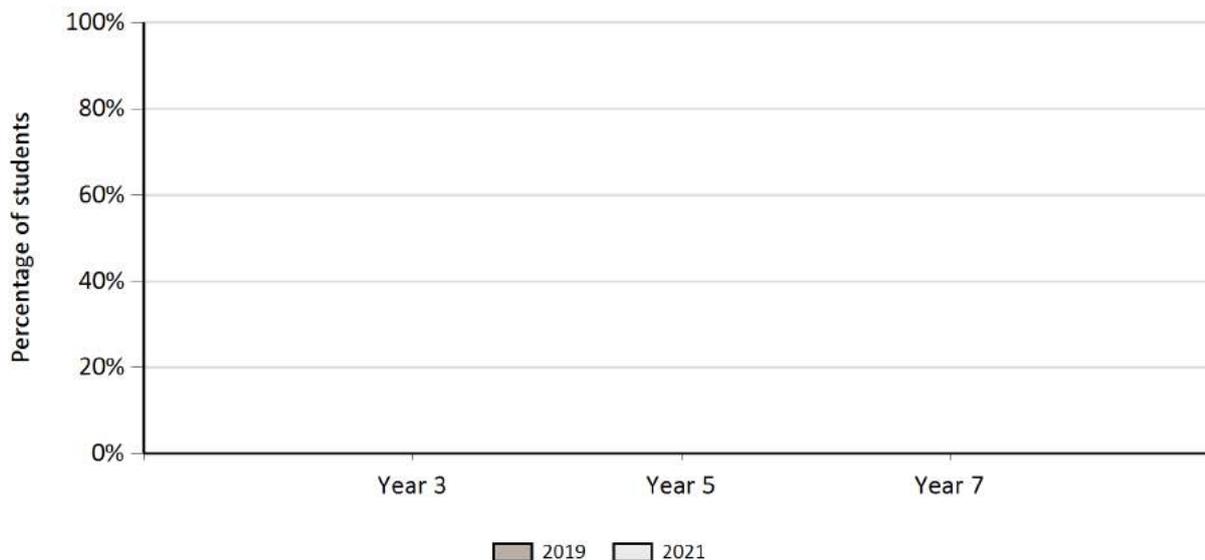
\*NOTE: No NAPLAN testing was conducted in 2020.

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

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

## Numeracy



\*NOTE: No NAPLAN testing was conducted in 2020.

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

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

## NAPLAN progress - Aboriginal learners

The data below represents the growth of Aboriginal 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	*	*	28%
Middle progress group	*	*	47%
Lower progress group	*	*	25%

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%.

Data only includes results for Aboriginal students.

### Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	27%
Middle progress group	*	*	48%
Lower progress group	*	*	25%

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%.

Data only includes results for Aboriginal students.

# NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*

\*NOTE: No NAPLAN testing was conducted in 2020.

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

<sup>^</sup>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:

After completing the quality matrix in the ALALR, Data Improved Planning was highlighted as our focus for 2021 as part of whole school improvement. Teachers of Aboriginal Learners incorporated their Aboriginal students into focused data collection Literacy and Numeracy documents which were reported on during line management PDP meetings throughout the year. Teachers shared how they differentiated learning to meet the needs of Aboriginal learners, what goals each student was working towards and how their achievement and development was being tracked and responded to throughout the term. Teachers discussed how in-class intervention was supporting students to make further progress in their learning. A whole school database was created for the specific purpose of tracking and monitoring success in Literacy (particularly in writing) and Numeracy (with a focus on Number), together with Attendance data for our Aboriginal Learners. Attendance remains strong for all our Aboriginal Learners (8 in total) with an average of 95% attendance recorded across the year for all students.

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

Whole school Literacy and Numeracy agreement documents, together with our Site Improvement Plan, make specific mention in regards to our goals for Aboriginal learners and highlight our high expectation for success for all. High Band achievement was recorded in 1 or more areas for all 3 students participating in NAPLAN this year in years 5 and 7, with SEA achievement met when High Band achievement was not met in a testing area. For students completing PAT-R and PAT-M this year, results were strong and demonstrated good growth over the 4 terms of learning. Reading intervention supported two students, 1 being in Reception and 1 in Year 2, to make connections with phonemic awareness and letter blends, providing them with growth in reading levels and confidence in reading. One student in Year 4 continues to receive intervention support to sustain growth and achievement as he progresses. This encompasses support with reading, comprehension and development of Numeracy capabilities. Through our ACEO's connection with families and teachers across the school, students are supported both at school and at home to improve learning outcomes.

# School performance comment

With the return of NAPLAN in 2021, we have been better able to measure our school performance this year. Below is a breakdown of our school performance in NAPLAN in Reading and Numeracy:

NAPLAN proficiency against the SEA.

Reading - Year 3 (95% - the same as 2019), Year 5 (95% - a 2% increase from 2019), Year 7 (91% - a 1% decrease from 2019).

These results are very pleasing in Reading and demonstrate that we are continuing to achieve high percentages (all over 90% again) and maintain outstanding results against the SEA.

Numeracy - Year 3 (90% - a 4% decrease from 2019), Year 5 (89% - the same as 2019), Year 7 (85% - a 7% decrease from 2019).

These results are a little concerning for us in Numeracy. They are indicating that we are having some declining results at Years 3 and 7 and is a particular area for us to focus in moving forwards. Although these are still high results, as a school we are committed to maintaining our high standards and results and are committed to lifting these again in 2022 with Numeracy becoming a greater focus within our new SIP as a clear area for focus and effort.

NAPLAN progress - growth from 2019 to 2021 relative to students with the same original score

Reading

Upper progress - high percentages and pleasing accelerated growth (38% - Year 3-5, 52% - Year 5-7) compared with 33% state average.

Lower progress - considerably lower percentages than state averages (11% - Year 3-5, 13% - Year 5-7) compared with 19% state average.

Between the upper and middle growth quartiles we were able to place 89% (Year 3-5) and 87% (Year 5-7) of students which is really pleasing that we are not seeing decline.

Numeracy

Upper progress - high percentage and pleasing accelerated growth (44% - Year 3-5), Year 5-7 growth was below state average (31% compared to 33%) which is of concern as we would expect to be pushing more students into progressive growth than this indicates.

Lower progress - considerably lower percentages than state averages (12% - Year 3-5, 10% - Year 5-7) compared with 18% state average. Between the upper and middle growth quartiles we were able to place 88% (Year 3-5) and 90% (Year 5-7) of students.

NAPLAN upper two bands achievement

Reading - increasing results in our Year 3 (70% compared to 66% - 2019) and Year 7 (50% compared to 46% - 2019) results. A slight dip of 2% at Year 5 (down to 47%).

Numeracy - increasing results in our Year 3 (48% compared to 46% - 2019) and Year 7 (48% compared to 46% - 2019) results. Again a slight 1% dip at Year 5 (38%).

Overall results are indicating that Reading is progressing well. Numeracy is an area for greatest consideration as we are seeing some dipping in results. Reducing the decline in Year 5 testing across the board will also be a focus/priority.

Year 1 Phonics Screening

in 2021, we saw slight 2% decrease from 2020 to 2021 (81%) of students achieving SEA. This is still up on our three year average of 79%. We believe this is still down on where we wish to be.

Running Records

Year 1 - Maintained 88% at SEA which is exactly the same as our average over the past 5 years.

Year 2 - Concerningly fell 8% at SEA from 2020 results (now down to 84% from 92%). This will be a priority.

# Attendance

Year level	2018	2019	2020	2021
Reception	94.0%	94.3%	88.1%	95.2%
Year 1	94.0%	94.8%	88.0%	95.6%
Year 2	94.9%	95.2%	87.1%	93.8%
Year 3	94.2%	95.0%	88.1%	95.3%
Year 4	95.5%	95.5%	88.8%	95.4%
Year 5	95.0%	95.3%	88.6%	94.8%
Year 6	95.0%	95.2%	90.0%	95.0%
Year 7	94.5%	94.1%	89.4%	94.6%
Total	94.7%	94.9%	88.5%	95.0%

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

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

## Attendance comment

Whole school attendance returned to a strong position in 2021 with an attendance percentage across the year of 95%. Growing positivity around COVID-19 protocols brought a return to regular attendance for students. For the few (less than 1%) students who struggle with regular attendance we have sought support from the Social Work Duty Line and strengthened relationships with families to support them. We have engaged external support services to provide mental health and counselling services to students and families. We negotiated an ongoing placement at Open Access College for 1 student.

## Behaviour support comment

Behaviour management structures and processes continued to be refined throughout the year. WEC and school bullying data Reception to Year 7 show positive growth in the reduction of recorded incidents of bullying, with less than 10% of students across the school reporting incidents. Proactive implementation of the MindUp program from Reception to Year 4 has proved successful, as have school initiatives such as Positive Play and structured lunch time clubs. Termly data gathering from students provides tracking of implemented programs and intervention where needed. Restorative Practices are used in intervention with students together with monitoring of behaviour. School climate data continues to grow through increased school and peer belonging results.

# Parent opinion survey summary

2021 was the second year of the new online survey. We received 401 responses which is a participation rate of 45%. This is a significant increase in participation from 2020 which was 30%.

The results of the survey were very positive and the school recorded improvements in all but 1 area surveyed, which is 'had useful discussions'. This can be directly attributed to the COVID restrictions which didn't allow many face to face meetings throughout the year.

The areas with the highest rate of 'agree' and 'agree strongly' were:

- \*Teachers and students are respectful (90%)
- \*Parents and caregivers receive enough communication (86%)
- \*The school communicates effectively (84%)
- \*My child is important (82%)

The areas with the highest rate of improvement were:

- \*Receive useful feedback 73% (10% increase from last year)
- \*Has input into learning 61% (9% increase from last year)
- \*Receives learning tips 49% (5% increase from last year)

Parent responses clearly indicated that the use of Apps for class based communication was their preferred method of communication. They also indicated their preference for a single App across the school. This is something that the school will look to introduce in 2022.

## Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	26	16.5%
NS - LEFT SA FOR NSW	2	1.3%
QL - LEFT SA FOR QLD	2	1.3%
TA - LEFT SA FOR TAS	1	0.6%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	114	72.2%
U - UNKNOWN	11	7.0%
VI - LEFT SA FOR VIC	2	1.3%

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

The school Business Manager has good processes in place to ensure that all volunteers have the required clearances and training. Clear information is provided via the website for all parents and caregivers to access.

Information is regularly updated and sent to staff to enable them to choose only verified parents to volunteers for excursions and camps.

Parents and the community are regularly informed of school processes and RAN training is held online.

# 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	75
Post Graduate Qualifications	12

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	0.0	45.5	0.1	18.3
Persons	0	52	1	29

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

## Financial statement

Funding Source	Amount
Grants: State	\$8,291,135
Grants: Commonwealth	\$15,921
Parent Contributions	\$579,582
Fund Raising	\$20,318
Other	\$57,722

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 funding to implement Play is the Way, What's the Buzz and Positive Play programs to build social and emotional skills and resilience in students.	Improved social and emotional regulation and problem solving of students.
	Improved outcomes for students with an additional language or dialect	EALD teacher and SSO staff employed to work with targeted students as identified by English language skills. Student needs were identified and targeted with intentional small group and in-class support.	Students assessed against LEAP levels and improvement made for all learners.
	Inclusive Education Support Program	Grant was used to employ SSO's to work on SMARTAR goals on personalised plans for students requiring specific adjustments to meet their functional needs. Training provided to improve teacher ability to differentiate.	Students achieved the goals planned for them and teacher capacity improved.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> <li>- rural &amp; isolated students</li> <li>- Aboriginal students</li> <li>- numeracy and literacy including early years support</li> </ul> <p>First language maintenance &amp; development Students taking alternative pathways IESP support</p>	<p>Reception Intervention provided to students assessed using a range of tests in literacy, numeracy, gross and fine motor. Fluid, focused groups formed.</p> <p>IESP support used to provide intervention in literacy and numeracy for Yrs1-6 using data to form groups. Training for teachers to improve skills in clarifying barriers for students.</p>	<p>Goals documented in One Plans were reviewed and all students either moved toward or achieved their goals.</p> <p>Reception students improved against pre testing.</p>
Program funding for all students	Australian Curriculum	Teacher PD and training was led by school leadership and Curriculum Lead position to better implement the learning outcomes for all students through the Australian Curriculum. Teachers work in collaborative teams.	Students continued to demonstrate improvement in data and learning.
Other discretionary funding	Aboriginal languages programs Initiatives	not applicable	not applicable
	Better schools funding	Grant used to run MaqLit and MIniLit intervention for students and focused Numeracy groups using data including Misconceptions testing. Training to improve capacity of SSO's and teachers.	Programs very successful against pre and post testing data. Capacity improved.
	Specialist school reporting (as required)	Not applicable	not applicable
	Improved outcomes for gifted students	STEM program was started to cater for identified students to participate in. This involved interdisciplinary problem solving tasks.	Increased engagement by students both in class and the STEM program

