



Magill School

2018 annual report to the school community



Government
of South Australia
Department for Education

Magill School Number: 1213

Partnership: Morialta

Name of school principal:

John Iannunzio

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 State Government has committed \$7 million to the eventual rebuilding of the Junior Primary section of the school.

The student community is culturally diverse with around 50 cultural groups represented. This is highly valued and celebrated by our staff, students, parents and wider community.

Student enrolment has increased significantly in recent years and the school is experiencing capacity issues as we near our 900 student capacity limit. In 2018, the school did not accept any out of zone enrolments to ensure that classes could function at appropriate staff to student ratios.

There have been many highlights including:

*whole school celebrations including; Chinese New Year, Harmony Day, Book Week, Reconciliation, Children's Week, Music is Fun

*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 approximately 300 parents and friends.

*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 sports competitions with strong performances in Athletics, hockey, netball and soccer

*Camps to Zoo Snooze (yr 4), Ballarat (yr 5), Wirraway (yr 6), Aquatics Camp (yr 7)

*Community movie night held on the Junior Primary oval late in term one. Well attended by families and community.

*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

Governing council report

Report From Governing Council 2018.

The Magill School Governing Council in 2018 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 and governance at Magill School.

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

- 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.
- Investigating communication to parents; eg Facebook, Schoolstream.
- Appointing a new OSHC Director to commence December 2018.
- Continuing support of a 10% discount on the Material and Services fee for families who have 4 or more children attending Magill School
- Staff reports detailing the work being done in the classrooms and year levels.
- Addressed Safety in general across the school and acted on input from the community, including looking at the flow of traffic in Adelaide St for before and after school drop off/pickup.
- Reviewing school capacity issues with regard to increase in enrolments.
- Reviewing sub committee reports such as OSHC and Finance including budgets, profit/loss, balance sheet.
- Support and recognition of the work undertaken by the Fundraising Committee in the Movie Night, Walkathon and various sausage sizzle events. Fundraising profit and the end of the year was \$17,353. Proceeds of fundraising from last year and this year has gone to providing painting of games on the asphalt, foldable trestle tables, lab coats, junior primary buddy bench and iPads.

Improvement planning and outcomes

Progress to date in key Literacy SIP strategies from evidence and data:

Continue to develop, embed and improve teacher pedagogy in whole-school agreements for the explicit teaching of reading strategies (guided reading) R-7:

- Guided Reading made a whole-school agreement in 2017 and taught daily in all classrooms R-7.
- All staff had input and buy-in to the documentation that underpins the whole-school Guided Reading agreement.
- Collaborative Planning Teams (CPTs) had a focus on Reading
- 2 x 3 models for differentiation and targeted teaching were also focused on Reading
- Improvement of teacher pedagogy through collaborative planning and reflective practice
- NAPLAN results show an increase in the percentage of students in top two proficiency bands in Years 3 and 5 over the past three years and a slight decline at Year 7.

Continue to develop, embed and improve teacher pedagogy for teaching of Spelling R-7:

- R-3 teachers using Jolly Grammar to explicitly teach spelling and grammar
- 4-6 currently using Words Their Way to explicitly teach spelling
- Year 7 teachers are using individual programs with a consistent understanding for the purpose of vocabulary extension
- NAPLAN results show an increase in the percentage of students in top two proficiency bands at all testing levels over the past three years.

Implications for 2019 and future planning:

- Based on NAPLAN data, greater consistency in writing has been identified a main area for improvement. This may involve designated Literacy blocks and implementing the Daily 5 as ways to support the development of independent Literacy skills including writing.
- Further deepening the consistency and pedagogy of teaching reading across the school.
- Gaining greater consistency and continuity for the explicit teaching of spelling.

Progress to date in SIP strategies from evidence and data:

- The whole school agreements have continued to be implemented and reviewed.
- 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 continued across our site as well as across the partnership. This is to be continued, further grown and improved on next year with a focus on differentiation and formative assessment.
- Staff have used PAT M and NAPLAN data to measure individual student growth and identified 2-3 significant teaching priorities that emerged from the data as the most critical areas for focus in their 2x3 plans and in their collaborative planning teams.
- Maths intervention program QuickSmart has continued for year 5 and 6 students.
- Collaborative planning teams planned and implemented a series of differentiated lessons using a planning cycle as a year level team.

Implications for 2019 and future planning:

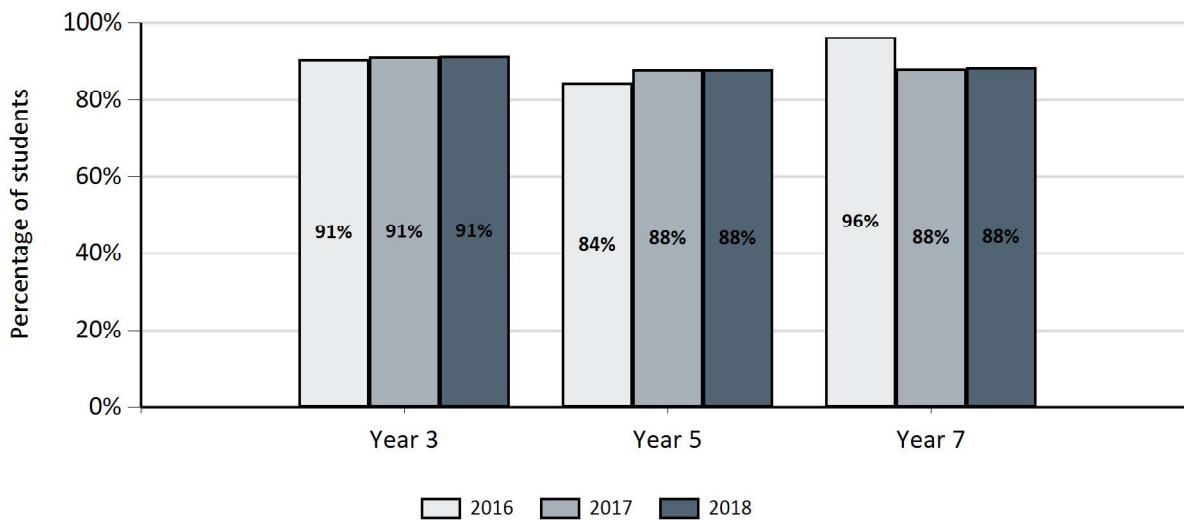
- Whole school agreements continue to be implemented, new staff are inducted in these and a review of these agreements to continue.
- Focusing on the innovative learning design and differentiation that is critical to teaching 21st Century skills as teams across year levels in our site and across the 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.
- Another year level team to be involved in and share learning from Back to Front Maths Professional Development.

Performance Summary

NAPLAN Proficiency

The Dept. 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.

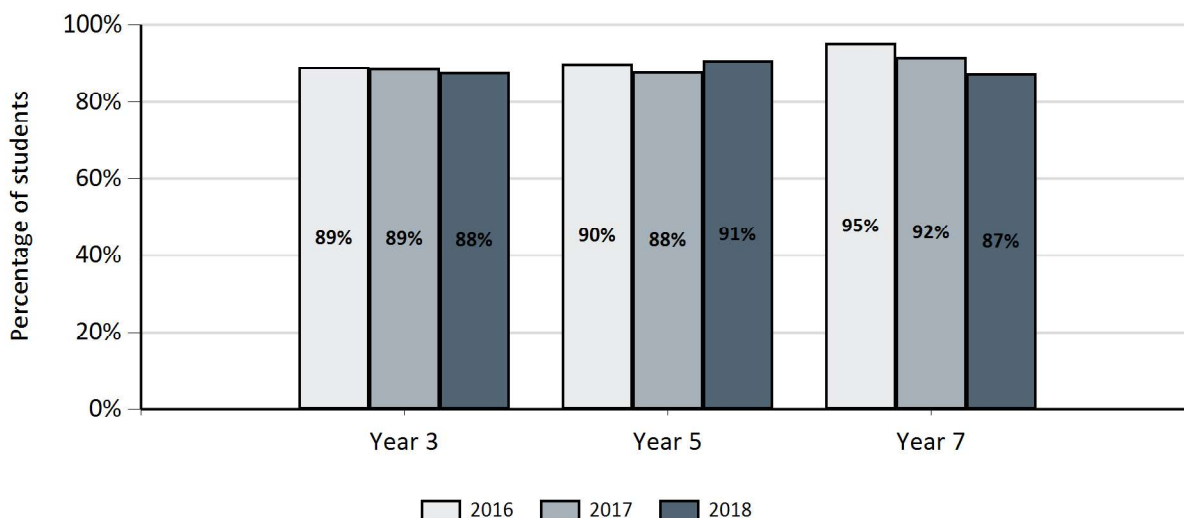
Reading



Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

*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: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

*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 2016 to 2018 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	39%	33%	25%
Middle progress group	51%	50%	50%
Lower progress group	10%	17%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*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	40%	21%	25%
Middle progress group	44%	56%	50%
Lower progress group	15%	23%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*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 2018	81	81	60	50	74%	62%
Year 3 2016-18 average	104.0	104.0	64.3	52.3	62%	50%
Year 5 2018	130	130	68	42	52%	32%
Year 5 2016-18 average	109.0	109.0	54.0	41.3	50%	38%
Year 7 2018	94	94	40	41	43%	44%
Year 7 2016-18 average	94.3	94.3	42.3	46.3	45%	49%

Data Source: Dept. for Education special extract from NAPLAN SA TAA data holdings, August 2018.

[^]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 2018, our school was one of 1000 across the country that completed the tests online. The online test is vastly different to the paper tests and historical comparisons are less reliable.

Reading data has held firm over the past 3 years while numeracy achievement has decreased slightly in yr 3 and yr 7 while making some gains in year 5.

Student reading growth between test continues to exceed the state norms with 90% of yr 5s and 83% of yr 7s in the middle to high growth bands. In numeracy, 84% of yr 5 students achieved in the middle to higher end of growth. However, only 76% of Yr 7s did the same which is more in line with the state average.

Higher Band achievement is the aspirational target that we have for our students in literacy and numeracy. In reading, both yr 3s (74%) and yr 5s (52%) achieved higher bands above the 3 yr average with yr 7s only 2 % below their 3 year average. In numeracy, Yr 3s achieved above their 3 year average with 62% achieving in the higher bands. Unfortunately our yr 5 and yr 7 didn't perform as well with 32% and 44% respectively.

Implication for 2019

- Further deepening the consistency and pedagogy of teaching reading across the school.
- Gaining greater consistency and continuity for the explicit teaching of spelling.
- Focusing on the innovative learning design and differentiation that is critical to teaching 21st Century skills as teams across year levels in our site and across the partnership.
- Using formative and summative assessments, PAT M and NAPLAN data to plan learning design.
- Another year level team to be involved in and share learning from Back to Front Maths Professional Development.

Writing

*Based on NAPLAN data, greater consistency in writing has been identified a main area for improvement. This may involve designated Literacy blocks and implementing the Daily 5 as ways to support the development of independent Literacy skills including writing.

2019 SIP Priorities

Goal 1-Maintain the high level of yr 3s reaching Higher Bands in Reading and increase the retention of yr 5 and yr 7 students achieving in the Higher Bands

Goal 2-Maintain the high levels of yr 3s reaching Higher Bands in Maths and increase the retention of yr 5 and yr 7 students achieving in the Higher Bands

Goal 3- Increase student achievement in writing from yr 3 to yr 7

Attendance

Year level	2015	2016	2017	2018
Reception	93.2%	93.6%	94.4%	94.1%
Year 1	94.1%	93.9%	93.5%	94.1%
Year 2	93.2%	94.5%	92.9%	95.0%
Year 3	94.1%	93.7%	95.1%	94.4%
Year 4	94.4%	94.2%	93.4%	95.6%
Year 5	94.5%	94.3%	94.2%	95.2%
Year 6	94.8%	93.2%	94.1%	95.1%
Year 7	95.1%	92.9%	92.4%	94.7%
Primary other	91.2%	72.2%		
Total	94.2%	93.8%	93.8%	94.8%

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

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

Attendance comment

Attendance (94.8%) has improved by 1% compared to 2016/2017. 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 well-being.

Behaviour management comment

Behaviour management structures and processes continued to be reviewed and refined throughout the year by continuing Wellbeing and Positive Education practices. Proactive measures, such as our increased choice of lunch clubs and newly painted asphalt games, have been introduced to support students' successful yard play. Classroom staff continued to promote Circle Time, Character Strengths and introduced the PEACE Pack anti-bullying and wellbeing program, to promote positive mental health and general positive wellbeing of students.

We continue to build on our inclusion of student voice within the school community through co-collaborated classroom agreements, participation in Student Council and through our School Leadership program.

Student suspension data for the year showed a general decline through continued support and implementation of strategies to support student engagement and wellbeing.

11 suspensions and 1 exclusion for 2018.

Client opinion summary

Year 3-7 Wellbeing Survey

The general mood of children from 3-7 at Magill remains positive, 50% of students feel happy, 45% feel 'ok' and 94% of students feel safe at Magill School. 96% of students reported having a supportive friend at school. There is also a slight decrease in bullying incidents between this survey and the last.

Compared to the 2017 survey, the rate of students being bullied through technology has reduced from 29 students to 14. The main programs the bullying is occurring through are gaming sites, instagram and email. However, students report responsible methods of dealing with this bullying, such as informing an adult.

Yr. R-2 Wellbeing Data- term 2

95% of R-2 students report feeling happy at school with and without a group of friends. There has been an increase from 2017 that now 96% of students feel safe at school.

60% of students reported never having their bodies or feelings hurt since the start of the year. 2% did indicate that their bodies and feelings were being hurt every day. The highest areas for their body and feelings to be hurt are the oval and playground. Although, the oval has been reduced from 44% in 2017 to 42% this year.

Parent opinion surveys were with the range of scores falling within 3.9-4.5(out of 5) range. This is an improvement on last years baseline on 3.7 and ceiling of 4.3. Areas that the school score highly were; 'I can talk to my child's teacher re concerns', 'my child likes being at school' and 'my child is making good progress.' Area that scored at the lower end and in which we need to improve are; student behaviour is well managed, the school takes parents opinions seriously and teachers provide my child with useful feedback.

staff completed the Department's Perspective Survey in 2018 for the first time. 82% of respondents indicated that they are actively engaged in their professional work at Magill School. 61% of staff also indicated that the school climate was conducive to then being able to carry out their job effectively.

Intended destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	25	14.0%
Other	2	1.1%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	14	7.9%
Transfer to SA Govt School	124	69.7%
Unknown	13	7.3%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2018.

Relevant history screening

Magill School has good processes in place to ensure that all adults working within the school have a DCSI clearance. The school's records are well maintained and easily accessible.

Information is readily available to all staff as required so that volunteers can be checked off prior to assisting. Parents and the community are regularly informed of school processes and RAN training is conducted twice a term. All relevant information is located on the school website.

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	89
Post Graduate Qualifications	17

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

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	45.9	0.2	15.6
Persons	0	53	1	24

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

Financial statement

Funding Source	Amount
Grants: State	7584829.77
Grants: Commonwealth	15136.56
Parent Contributions	572952.38
Fund Raising	35750.54
Other	141092.63

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

2018 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 2018 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 behaviour management and engagement	Funding used to support a Year 7 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.	successfully completed yr 7 and transitioned to secondary school
	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.	explicit teaching of genre, NAPLAN and PAT results show significant improvement
	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 student	All students have documented SMARTAR goals. 75% One Plan format used.
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> • rural and isolated students • Aboriginal students • numeracy and literacy including early years support First language maintenance and 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. LD 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. Individually targeted programs	student increased from level 27 to level 30. student improvement in verbal and written Mandarin Increased numbers of students meet SEA and above.
Program funding for all students	Australian Curriculum	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.	
	Aboriginal languages programs initiatives	N/A	
Other discretionary funding	Better schools funding	Maths intervention implemented - Teachers developed common learning and assessment tasks to moderate as a year level. Boost program used to support students in retaining higher bands. Maths extension group formed	Higher band achievement improved in yr 3
	Specialist school reporting (as required)	N/A	
	Improved outcomes for gifted students	N/A	
	Primary school counsellor (if applicable)	Focus of role was proactive rather than reactive. Coordinated trial of the PEACE Pack that focussed on anti bullying strategies and conducted audits. Regularly updated community with information.	decreased amounts of bullying. Ongoing work to increase student voice