Modbury South Primary School and Modbury South Preschool

2022 annual report to the community

Modbury South Primary School Number: 1047

Modbury South Preschool Number: 1599

Partnership: Modbury

	Signature
School principal:	Ms Denise Squire
Governing council chair:	Ben Connolly
Date of endorsement:	**27 February 2023**

Government of South Australia

Department for Education

Context and highlights for the combined site

Modbury South P-7 School caters for children and students from Pre-school to Year 7 and includes a Junior Primary and Primary Special Class. It is situated in Hope Valley, which is 15 kilometres from the Adelaide CBD. The enrolment in 2022 is 20 Pre-school children and 160 students from R-7 (including two Special classes). The local partnership is Modbury.

The school has an ICSEA score of 997, and is classified as Category 5 on the Department for Education Index of Educational Disadvantage.

The school population includes 6% Aboriginal students, 20% students with disabilities, 42% students with English as an additional language or dialect (EALD) background, 2% children/young people in care and 50% of students eligible for School Card assistance.

The school leadership team consists of a Principal who has been at the school since the beginning of Term 3 2021 and a Wellbeing Leader who has been in this role since the beginning of Term 3 2022.

There are 15 teachers including 3 in the early years of their career and 5 Step 9 teachers.

Highlights for this year are:

• The development of more consistent practices across classes including; instructional routines (including Heggerty) in all Junior Primary and Special classes and a consistent focus in Primary classes on supporting students to develop effective problem solving strategies in Maths.

• Winning several grants including: Zones of Regulation ($11,000), Grass Roots grant ($5,000)

• Beginning whole site implementation of Zones of Regulation

• Teachers having the opportunity to work with the Literacy Guarantee Unit Coach (Vanessa Genrich) and our Maths Consultant (Mike Chartres)

Governing council report

As a Governing Council we work closely with the Principal / preschool director, secretary, treasurer, other members of council, and the wider school/preschool community to comply with the council's constitution.

We meet twice a term in Weeks 4 and 8 to discuss all reports and correspondence during our meeting. Questions and Council Member interaction during these meetings has given the group a much better understanding of the school processes and expenditure of funds and how they benefit our children.

In 2022 Modbury South Primary School was a Reception to Year 6 School for the first time and still managed to maintain approximately 200 children for the year.

The Governing Council oversees several areas of the school to ensure compliance and safety for our students.
The main areas of responsibility for the GC are:
• School Finance,
• Canteen Facilities,
• Community and Fundraising,
• Out of School Hours Care,
• School Grounds and Facilities.
• Policy and Planning
•
Some other areas the GC assist the school community are
• Selecting School Photographers for School Photos,
• Permitting School funds to be used to benefit the students,
• Giving ideas to Leaders in relation to different learning platforms and ideas for external learning and classroom communication e.g. SEESAW,
• Organising and approving School Pupil Free days and Leader Development Days

The GC oversees and gets regular updates about all School based Strategic plans and action plans that are implemented as part of these actions. We also discuss the relevant results and learning strategies and outcomes of Leaders and teachers in relation to Student development plans and NAPLAN scores.
Last year saw an extended trial of the SEESAW platform for teachers to communicate with parents about classroom undertakings and lesson structure. This platform was suitable for the needs of the teachers and has been further adapted to allow for better communication to families about what their children are up to on a weekly basis.

School quality improvement planning

This year our key actions have been in Literacy, Numeracy and Wellbeing for Learning.
In Literacy our key actions have been:
• Working collaboratively with our LGU coach to develop teacher capacity in the teaching of reading
• To work in PLCs to gather data and to track and monitor student achievement to inform practice and support student improvement
• To develop whole site agreements/ non-negotiables in the teaching of Reading
In Numeracy our key actions have been:
• Working collaboratively with our Maths consultant to develop teacher capacity in the teaching of Number and problem solving
• To work in PLCs to gather data and to track and monitor student achievement to inform practice and support student improvement
• To introduce Van Der Walle as a staff resource text to support the effective teaching of Mathematics
• To develop whole site agreements/ non-negotiables in the teaching of Mathematics
In Wellbeing for Learning our key actions have been:
• To identify and train our Zones of Regulation staff 'champions'
• To purchase and provide Zones of Regulation resources for all teachers
• To provide whole site PD in Zones of Regulation in preparation for whole site roll out in 2023
Our key actions directly support our SIP goals and ensure that there is clear line of sight from each of our key actions to our SIP. Most staff are clear about how these actions will impact on their practice and support improvement of student learning outcomes.

Preschool quality improvement planning

The preschool learning goal for 2022 was to Increase children's use of the language of quantification in their play. The challenge of practice was; If we intentionally plan and provide learning opportunities and model number vocabulary then we will increase children's use of the language of quantification in their play. Educators provided families with the resource "let's count out and about" providing opportunities for families to support numeracy learning. Staff developed resources to support quantification learning, such as number rocks used at the light table with a range of lose parts. Intentional teaching around quantification was included in routine times, using the standard number system, noticing quantity as an attribute and using quantification to describe and compare. In 2023 Preschool educators will continue to focus on quantification as our learning goal. Educators will engage in Professional Development including the shared Partnership Learning "Playful Pedagogies for Preschools - Numeracy" to build knowledge around quantification strategies in play. Educators will work in partnership with families to provide education and support regarding children's knowledge and understanding of quantification. Educators will explicitly plan, program and utilise pedagogical documentation for quantification in play, deepening educators' capacity to asses and document children's learning with a quantification process.
This year we have been consulting with children, families and staff to review our Statement of Philosophy. This continues to be a work in progress. Our national quality framework priorities for 2022 have been to: develop and maintain a program that reflects the learning cycle for each individual child. Staff have engaged with the Early Childhood leader and Principal to develop a systematic approach to programming that reflects the learning cycle for all children. This work has included further development of our observations of individual children and cohorts. It has also included an increased focus on the analysis of children observations and interactions in their learning.

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
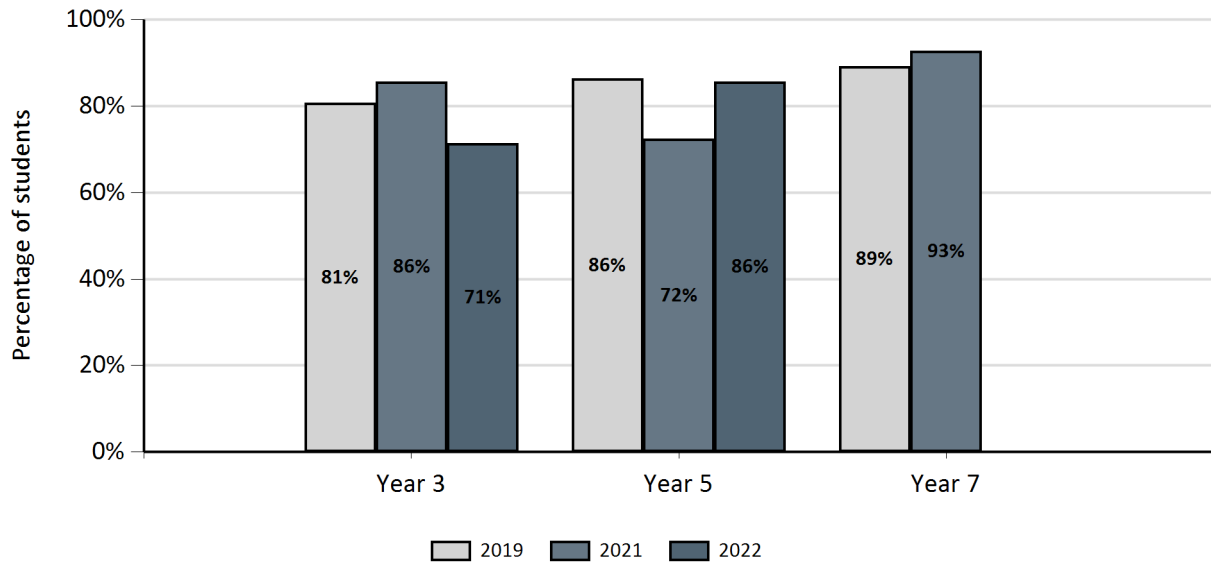
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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.
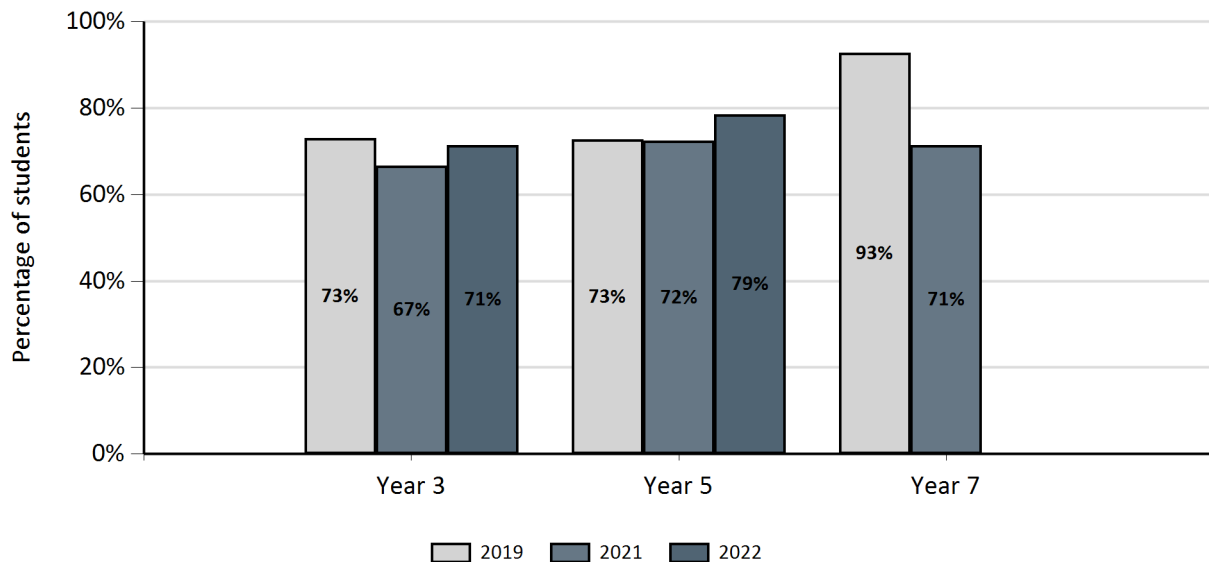
Numeracy

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Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.
*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 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 03 2022	21	21	7	8	33%	38%
Year 03 2021-2022 Average	21.0	21.0	7.5	7.0	36%	33%
Year 05 2022	14	14	5	4	36%	29%
Year 05 2021-2022 Average	21.5	21.5	6.5	4.5	30%	21%
Year 07 2021-2022 Average	14.0	14.0	4.0	4.0	29%	29%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
^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 2022.
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.
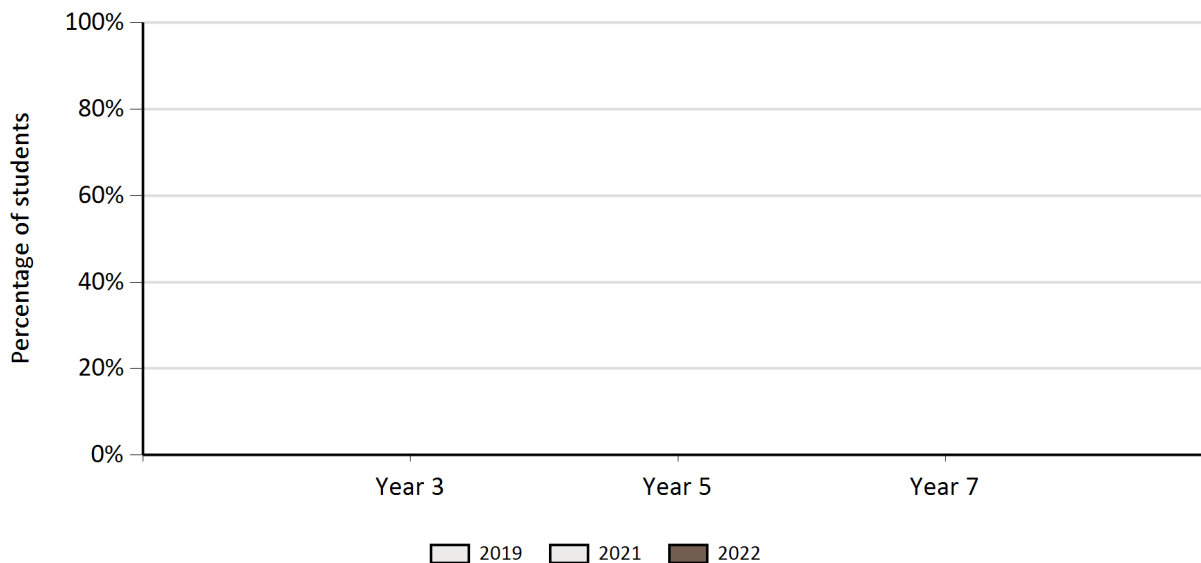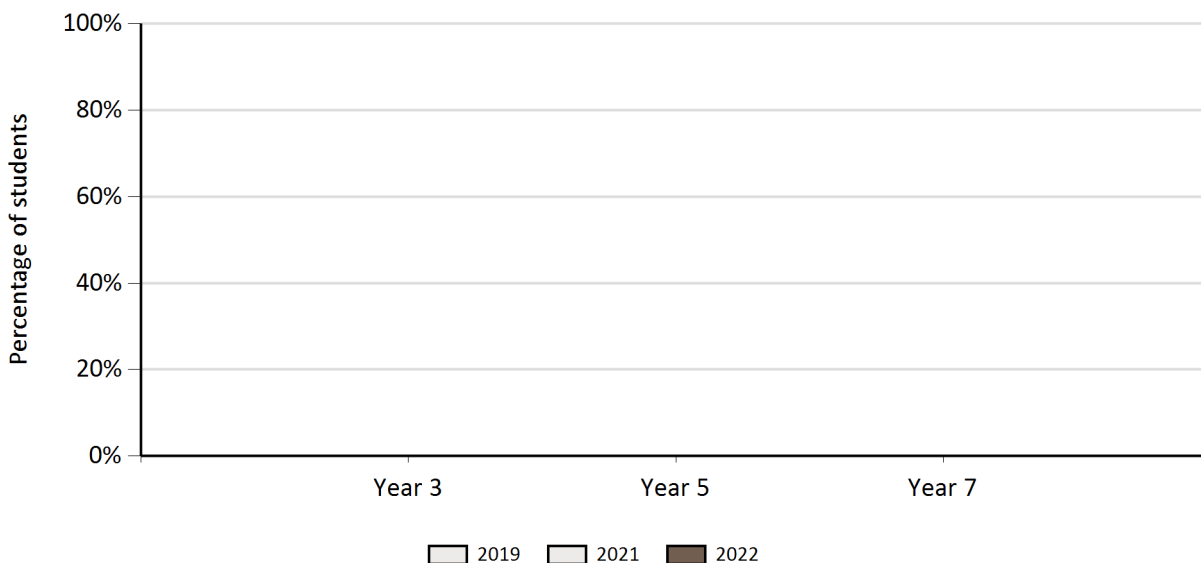Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
Data is only shown for Aboriginal learners.

NAPLAN 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^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
^includes absent and withdrawn students.
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Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Tracking & Monitoring

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

• Implementation of PLCs with a focus on tracking and monitoring Aboriginal student achievement in literacy and Numeracy
• A focus on improving Aboriginal student attendance to ensure increased face-to-face teaching
• Developing a strategic plan to ensure greater engagement with Aboriginal families. This involves developing a more collaborative approach in identifying key areas of focus for each student in Literacy and Numeracy
• New ACEO
• SIP contains clear goals for Aboriginal Student achievement

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

• We have clear targets in our SIP in both Literacy and Numeracy (100% of Aboriginal students achieving SEA in both English and Maths)
• We have looked at the data for each of our Aboriginal students and have clear goals in place in both Literacy and Numeracy for each student
• We now have a clear plan around attendance (with one family's attendance already showing 20% improvement)
• 70% of Aboriginal students who sat NAPLAN Maths this year achieved SEA
• 30% of Aboriginal students who sat NAPLAN Literacy this year achieved in the high bands
• 43% of our Aboriginal students are attending more than 90% of the time. This is up from 20% in 2019

School performance comment

"As a school that often has fewer than 20 students eligible to sit NAPLAN in each year level, small changes in the number of our students Improvement Planning Outcomes can cause large changes in the percentages shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year."}

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	91.6%	81.3%	91.8%	82.2%
2020 centre	82.5%	64.7%	90.0%	78.5%
2021 centre	80.8%	81.9%	87.4%	89.4%
2022 centre	86.3%	73.0%	79.4%	87%
2019 state	90.8%	88.2%	86.8%	87.6%
2020 state	89.8%	83.6%	86.2%	87.2%
2021 state	88.6%	86.5%	88.6%	85.6%
2022 state	84.9%	79.8%	80.3%	77.5%

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy.
Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.
*Note: Term 2 2020 data may not be available for all preschools.

School attendance

Year level	2019	2020	2021	2022
Reception	88.7%	82.3%	85.4%	86.3%
Year 1	87.3%	88.2%	89.7%	82.8%
Year 2	92.2%	89.8%	91.3%	86.7%
Year 3	92.0%	85.5%	92.4%	86.3%
Year 4	87.4%	91.7%	89.4%	85.2%
Year 5	88.6%	85.4%	94.3%	88.5%
Year 6	92.1%	85.5%	88.2%	88.7%
Year 7	86.8%	89.2%	90.1%	N/A
Primary Other	88.8%	89.0%	92.5%	82.1%
Total	89.3%	87.8%	90.8%	86.0%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

The effect of COVID-19 on school attendance at Modbury South PS and across the state was evident in 2022. Our trend of drops in attendance matches that of schools around the state in 2022. Our percentage of mainstream attenders dropped from 68% in 2021 to 45% in 2022. We saw an increase in habitual non-attenders from 21% in 2021 to 32% in 2022 and an increase in chronic non-attenders from 11% in 2021 to 23% in 2022. Although COVID-19, and it's prevalence in the community, can explain this drop in school attendance in 2022, it was important that we continued to act on absences and chronic non-attendance. We continued to follow our procedures for non-attendance by contacting families for unexplained absences and meeting with families to create plans to improve attendance for chronic non-attenders. We acknowledge the need for continued intentional actions to improve attendance and will continue to enact and review our procedures for non-attendance.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	19	21	21	25
2020	16	17	15	24
2022	17	18	21	21
2021	20	19	20	20

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.
Term 2 2020 data may not be available for all preschools.

Behaviour support comment

In 2022, we observed an improvement in student behaviour characterised by a decrease in incidents of violence and bullying. When surveyed, students reported a notable decrease in the prevalence of physical, verbal, social and cyberbullying in the school community. We continued to follow our procedures for concerning behaviours including family meetings and creating and enacting behaviour plans. We developed an anti-bullying committee of year 6 students who actively delivered lessons promoting anti-bullying messaging and proactive strategies for dealing with incidents of bullying for reception to year 5 students.

Parent opinion survey summary

We had a good number of parents respond to our Parent Engagement Survey in 2022. The school's strengths observed in the survey were parent's belief in the importance of education, parents feeling like their child is important to the school, parents talking with their children at home and people in the community being respectful. The areas for growth highlighted in the 2022 survey are around providing feedback, supporting parents to support their child's learning at home and improving parent input in student learning. Staff analysed this survey data during our Term 4 review day and are taking intentional actions to improve.
There were 66 respondents to the survey. Overall, our parent survey showed that most respondents agree or strongly agree across each area of the survey. The survey showed an increase in positive responses in the following areas:
• The child is important
• Families receive enough communication
• Input into learning
• Education is important
The survey showed a decrease in positive responses in the following areas:
• People are respectful
• Teachers and students are respectful
• Knows standards of work
Generally, the increase or decrease in positive responses varied by 1-10%. Given the small number of respondents, this variation may be only a very small group (1-6) respondents.
We do have a focus on being respectful and building a positive and inclusive culture across the school. We are also working to ensure that families are provided with information that informs more clearly and regularly about their child's learning and about the curriculum.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2019	2020	2021	2022
1047 - Modbury South Primary School	94.4%	100.0%	100.0%	100.0%

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.
Data Source: Site Performance Reporting System (SPER), Term 3 2022 collection.

Intended destination from School

Leave Reason	Number	%
AC - LEFT SA FOR ACT	2	8.3%
NG - ATTENDING NON-GOV SCHOOL IN SA	3	12.5%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	15	62.5%
U - UNKNOWN	3	12.5%
WA - LEFT SA FOR WA	1	4.2%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Destination comment

A majority of our students transitioning from year 6 to high school at the end of 2022 did so at Modbury High School, as has been the trend historically. We also have a number of students that move from our Primary Special Class onto other Government High Schools further afield due to Special Options Pathways; these included Golden Grove High School and Valley View High School in 2022. We have a small number of students that transition to independent and catholic schools.
100% of our preschool students now attend our primary school.

Relevant history screening

As a site, we have processes in place to ensure that all persons engaged with or participating in a department site or service, or providing a service to a department site, child or young person, meet the screening and suitability requirements of this procedure (and the screening and suitability policy).
We do this by:
- requesting copies of all relevant screening documents from all staff/ support providers/ volunteers to site
- regularly reviewing to ensure all documents are up-to-date
- keeping up-to-date with any policy/ requirement changes
- keeping copies of any documentation filed confidentially
- reporting, documenting and acting on information about inappropriate conduct towards children and young people by anyone engaged with the site or service
- supervising, assessing, observing and mentoring staff or volunteers under their management, as required by their role
- documenting their performance management of staff and volunteers
- using flagging systems associated with recruitment and investigation roles.

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	19
Post Graduate Qualifications	8

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

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	13.0	0.0	10.5
Persons	0	15	0	17

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	$10,580
Grants: Commonwealth	$8,100
Parent Contributions	$35,654
Fund Raising	$2,445
Other	$0

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

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

2022 Preschool annual report: Improved outcomes funding

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Improved outcomes category (where applicable to the site)	Improved wellbeing and engagement	Funding was used to implement strategies to improve 'wellbeing for learning' This included additional SSO time, release for teachers to develop understanding around wellbeing for learning and purchase of resources including sensory toys to support self-regulation	Targeted students are more able to co-regulate or self-regulate. Targeted students demonstrated increased engagement in their learning environment. This has led to an increase in targeted student achievement, particularly in foundations of reading
Targeted funding for individual students	Improved outcomes for students with an additional language	Funding was used to provide in-class support for students with an additional language or dialect. It was also used to provide PD for staff to further deepen their knowledge in supporting EALD students within the classroom.	Some staff are demonstrating a development of pedagogy to better support EALD students. Strategies that are now being employed are: building of field when introducing texts, a focus on unpacking vocabulary and ensuring that all students have the opportunity to ask questions and discuss their thinking.
	Inclusive Education Support Program	This funding was used to provide in-class and targeted 1:1 SSO support for students with disabilities. This support was based on student SMARTAR goals as outlined in their One Plans	Targeted intervention led to improved learning data for individual students, particularly in foundation reading skills. Several students were also being supported in developing more effective self-regulation skills. This led to higher levels of engagement for several students.
Targeted funding for groups of students	Improved outcomes for - Aboriginal students - numeracy and literacy including early years support; First language maintenance & development; Students taking alternative pathways; IESP support	Our APAS funding was used to provide 1:1 and small group intervention for our Aboriginal students. This support was targeted towards improving Literacy and Numeracy outcomes.	We have seen learning improvement for a number of our Aboriginal students. This improvement has also lead to improvement in attendance for three of our Aboriginal students.

* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.

Preschool table (Improved outcomes funding)

Improved outcomes category (where applicable to the site)	Briefly describe how the 2022 achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Funding was used to provide targeted PD and to provide release days to build staff understanding and competence in differentiated practice.	Preschool staff have a better understanding of literacy and numeracy across all areas of the learning. They are able to intentionally plan for individual children and identify individual growth points in literacy and numeracy for each child.
Inclusive Education Support Program	Our IESP funding was used to support a number of children with complex social, emotional and learning needs. This funding enabled us to increase SSO time to support several children	This funding: • key screeners are administered • individual data is developing positively within the preschool
Improved outcomes for non-English speaking children who received bilingual support	Funding was used to provide increased communication and engagement with families	This funding led to: • the increased engagement with families • improved engagement for children • improved understanding of individual children

Program funding for all students	Australian Curriculum	This funding was used to fund professional development and to build our site capacity to lead curriculum learning.	This funding has seen an increase in the following: • more consistent practice across classes • a deeper understanding of the curriculum • greater clarity for students around learning intentions
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	This funding was used to provide additional intervention across the school.	Several students who were not eligible for IESP funding were able to receive some additional intervention support. This enabled us to support several students to 'bridge the gaps'
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A