Memorial Oval Primary School
2017 Annual Report
to the School Community

Government of South Australia
Department for Education and Child Development

Memorial Oval Primary School Number: 479

Partnership: Whyalla

Name of School Principal: Brett Spangenberg

Name of Governing Council Chair: Jane Anderson

Date of Endorsement: 13/02/2018

School Context and Highlights

Memorial Oval Primary School (MOPS) continues to be a school of choice in Whyalla. Enrolments continued an upward trend with the school starting 2018 with an enrolment of approximately 310 students and twelve classes, compared to 291 and eleven classes at the start of 2017.

2017 was a year of transition with Brett Spangenberg winning the Principal role for five years behind Tracey Ward who transferred back to Adelaide. Jenny MacDonald was acting Deputy Principal replacing Ann Fargher who took leave. Jenny won the Deputy Principal position for five years commencing 2018. This will bring leadership stability which has been lacking in previous years.

There was a significant staff turnover in 2017 with four teachers leaving due to transfer and promotion. Five teachers, previously on contract, were reappointed for another twelve months. Two current staff members won on-going positions. Four new teachers were welcomed to the MOPS community; two winning on-going positions and two new graduates securing a twelve month contract. There is now more stability in the middle to upper primary classes which has been an issue in previous years.

The school secured funding for a Pastoral Care Worker for nine hours a week, welcoming Cherrie Newsham to this role at the start of Term 3.The school has benefited greatly from her input in a relatively short time.

Several new initiatives were introduced to MOPS. Interoception was implemented as a means of helping students regulate their behaviour. Behavioural incidences decreased by as much as 70%. This success brought MOPS considerable notoriety across the education community. A $50 000 Schools Plus grant funded a MOPS teacher to facilitate the program across the Whyalla Partnership.
The Kathy Walker play-based approach to learning was adopted and trialled in three of our junior primary classrooms and also brought significant benefits to student learning. These efforts were recognised with the respective teachers winning a Children's Week Award.

New fencing and signage has provided a fresher and more welcoming appearance to the school. The school's branding was redeveloped to bring a more consistent and professional look to our communications.

Governing Council Report

2017 Memorial Oval Primary School Governing Council Chairperson Report
Memorial Oval Primary School has had a successful year in 2017. A major change in leadership saw Brett Spangenberg appointed as principal and Jenny MacDonald as Deputy Principal. The current leadership structure brings with it clear purpose and direction for the future at Memorial Oval Primary School.
Enrolment for 2018 are standing at 315 with new space being made to accommodate the increased enrolment numbers. New fencing and signage have improved the grounds immensely.
The canteen continues to provide a healthy and varied choice to the Students and Staff.
Canteen Manager Debbie Adamson is providing the best choices within the DECD Right Bite Strategy Guidelines.
The Rowan Ramsay Award recipient for 2017 was Kylie Clayton. A very worthy recipient.
Out of Hours School Care continues to be a successful service for the school with Selena Pickhaver appointed as Director. A morning service was introduced during the year and has been well accepted.
Governing Council members continued with policy updates in 2017 including Aboriginal Education, Inclement Weather and Behaviour Policies. Many thanks to the staff, governing council members for their contribution.
2017 saw the beginnings of creating a Code of Conduct for the school. The intention is to develop a culture of respect and positivity across the whole school community.
Governing Council members were given a great insight to some programs that were introduced to the school in 2017 including Interoception and the Kathy Walker play based learning. It was fantastic to learn about the programs and how they contribute to Memorial Oval Primary School students.
Cherrie Newsham was appointed as Pastoral Care Worker. She attended a governing council meeting to explain her role at the school, which is proving to be a valuable one.

With the ongoing issue of facilities upgrade needed at the school, Governing Council recognises the tireless efforts of Brett in pushing forward to hopefully have some improvements happening soon.

Thanks to Nadine Schofield and Maddie Hunter who were the staff reps on Governing Council in 2017. Your informative reports were greatly appreciated.

Thank you to all Governing Council members in 2017. It has been very enjoyable working with you all.
A final thank you to all of the staff for their ongoing dedication to Memorial Oval Primary School.

Jane Anderson
Governing Council Chairperson

Improvement Planning and Outcomes

As a new Principal to the school I was aware that the previous administration had instigated well-structured, well documented and evidenced–based processes for collecting data, planning lessons and assessment. I was therefore happy to continue with the status quo for a time. These structures were part of addressing the predetermined site priorities of; Improving reading comprehension for all students and High quality teaching.

In 2016, an External School Review (ESR) of MOPS was conducted. Three key directions were developed from the Review team's findings;

1. Plan and deliver targeted teaching for all students through rigorous analysis of a range of valid data to triangulate results and accurately identify the needs of individual learners.

2. Develop ownership of learning and provide intellectual challenge through collective inquiry into school-wide implementation of, evidence-based pedagogical approaches that stimulate deeper thinking and allow students to understand, monitor and assess their progress.

3. Set relevant and aspirational targets at individual student and school levels, enabled through rigorous and regular Professional Learning that builds teachers' capacity to use data diagnostically to inform planning and practice

These directions were unpacked with the leadership team and staff as a whole during 2017.

At the end of term one, staff reviewed and streamlined the data collection schedule to better equip teachers in addressing the needs of their students. School-based targets were reviewed as some were inflated compared to DECD SEA recommendations and were considered unrealistic.

2017 NAPLAN data was rigorously scrutinised, to determine the level of mastery for each skill and concept tested. Gaps identified were triangulated against other data for verification. Teaching methodologies and resources were audited, particularly those relating to Literacy (specifically Reading) as per our Site Improvement Plan. It was found that agreed targets were not met consistently across cohorts.

Reasons identified for this included lack of consistency in teaching personnel due to frequent staff turnover, especially in the middle primary years. This in turn contributed to lack of consistency in practice.

Whyalla schools are working on the Visible Learning/Principals As Literacy Leaders (PALL) initiatives. This has assisted us in identifying gaps in our practice and assists us in strategically identifying future direction for school improvement.

In October, a Partnership Review was conducted. We were presented with a variety of data sets for each site and Partnership as a whole. Whilst MOPS data compared favourably to that of other sites, it supported our data that indicated deficiencies in student performance, particularly in the area of Reading Comprehension.

One of our major challenges as a site as indicated in the ESR was to find consistency across our site in terms of pedagogy. The staff worked on whole school agreements around pedagogy, resources, data collection and other approaches to improve curriculum delivery and improve student outcomes. Intervention was identified as a key strategy in this process and something we are redeveloping.

In Term 4, staff participated in a planning day developing affective transition processes from one school year to another. It was agreed that having vital student data at the end of a current year would save time at the beginning of a new year allowing staff to identify intervention targets early and develop and implement affective intervention strategies from the outset. Staff identified key data sets and other information to be collected. It was the responsibility of the incumbent class teacher to collate this information and pass it onto the subsequent teacher.

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.
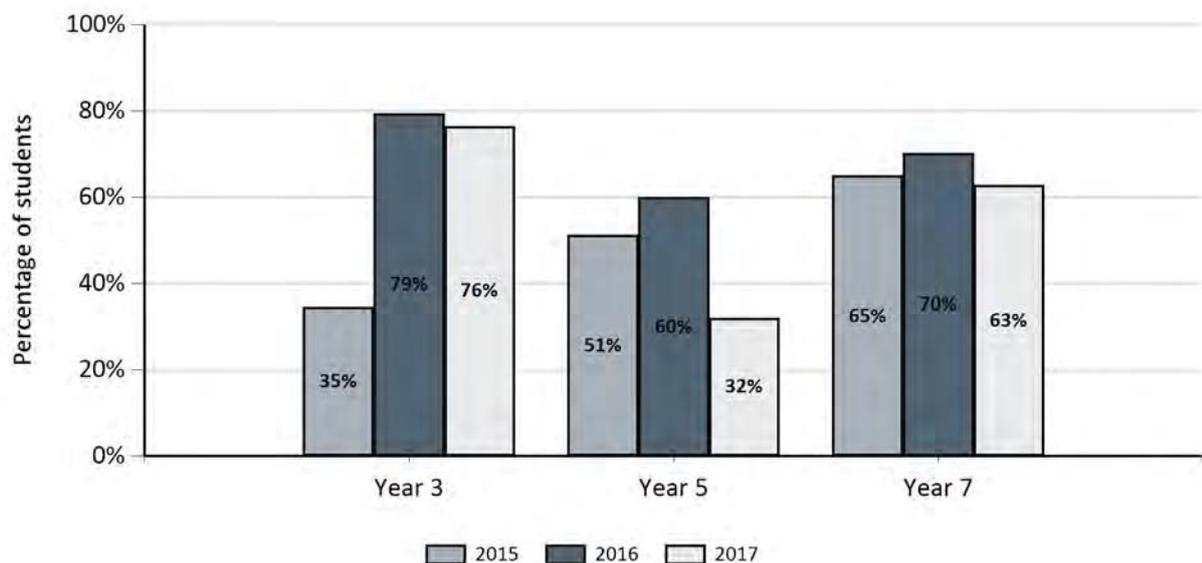
Reading
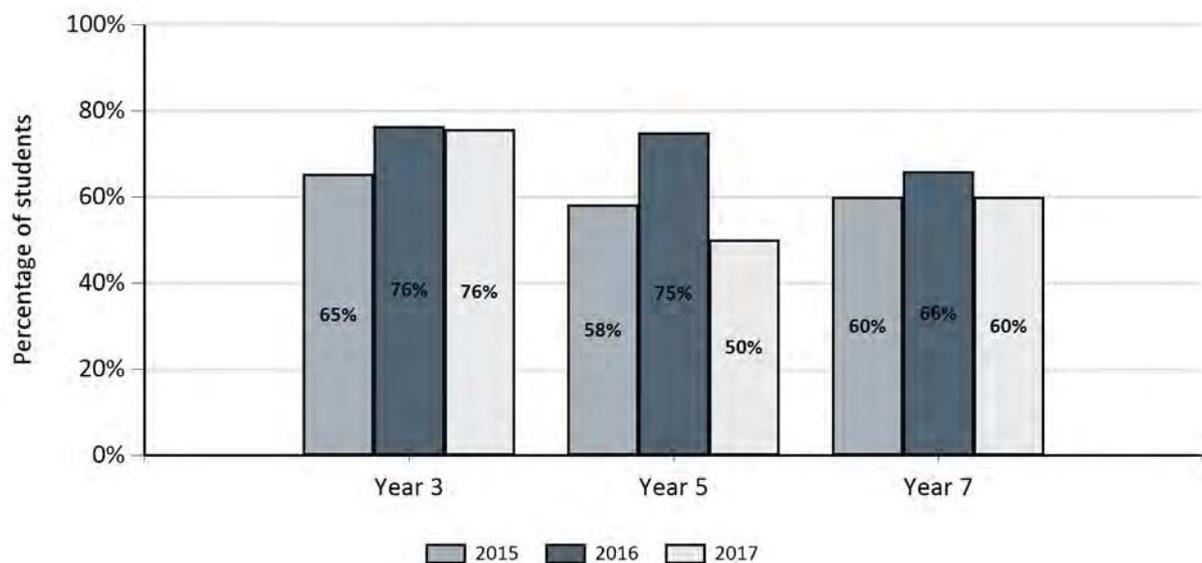
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

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 5-7	Year 3-5	State (average)
Upper progress group	37%	5%	25%
Middle progress group	41%	80%	50%
Lower progress group	22%	15%	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	18%	21%	25%
Middle progress group	41%	72%	50%
Lower progress group	41%	7%	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	33	34	10	7	30%	21%
Year 3 2015-17 Average	31.0	31.3	9.3	5.7	30%	18%
Year 5 2017	28	28	2	1	7%	4%
Year 5 2015-17 Average	37.0	37.0	7.7	1.3	21%	4%
Year 7 2017	35	35	7	0	20%	0%
Year 7 2015-17 Average	34.0	34.0	5.0	2.7	15%	8%

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

Proficiency

Proficiency is down in all year levels from previous years; marginally in the Year 3 and 7 cohorts, but more significantly in the Year 5 cohort. The school has been able to identify some factors that account for this and are actively trying to resolve these. A comprehensive analysis of the 2017 NAPLAN data was conducted looking at student performance from a class, cohort, and whole school perspective. The following are some key recommendations from this analysis.

Reading • Students to be exposed more regularly to a wide variety of genre's as part of explicit reading instruction.

• Increase student exposure to multi-modal texts

• Teachers to use subject/genre specific vocabulary when teaching text types.

• Students to delve deeper into characters, focusing on it in reading and writing lessons.

Numeracy • Teachers and students to continue focus on the basic operations until they have reached automaticity.

• Students to solve multi-step problems on a daily basis.

• Students had difficulty with areas requiring a hands-on approach, such as measurement, space and geometry. This needs the most improvement. Teachers to give students the resources and opportunity to practice these skills in Maths and other curriculum areas.

• Students to continue to be exposed to a variety of data sets and practice creating their own, drawing conclusions and making rational predictions.

• Use multi-modal texts in other curriculum areas giving students opportunity to practice and develop their ability to interpret a wide range of graphs.

NAPLAN Progress

Reading

Progress achievement is below state average in all areas except the Upper Progress Group (UPG) in Years 5-7 and the Middle Progress Group (MPG) in Years 3-5. Of most concern is the relative small number of students, Years 3-5 (5%), featured in the UPG.

Numeracy

Progress achievement is below state average in all areas except MPG 5-7 and Lower Progress Group (LPG) in Years 3-5. Most positive is the 7% of students represented in the LPG in Years 5-7.

General: • The transition from Years 3 to 5 is a concern with the Year 5 cohort underperforming other cohorts significantly.

• Another challenge is to move more students from the MPG to the UPG.

• Despite the school's emphasis on Literacy over recent years, there is little difference in student performance compared to Numeracy.

NAPLAN Upper Two Bands Achievement

The number of students represented in the upper two achievement bands (across all cohorts) is down compared to the three year average (2015-17) in both Reading and Numeracy. Interestingly, there is approximately double the number of students achieving in the higher two bands in Reading compared to Numeracy. This figure supports the school's emphasis on Literacy over the last three years. Year 3 students recorded equal or above average in Reading and Numeracy respectively. Year 7 students performed above average in Reading and equal to average in Numeracy. Year 5 students again proved to be the underperforming cohort recording below and equal to average in Reading and Numeracy respectively.

Attendance

Year level	2014	2015	2016	2017
Reception	88.2%	89.8%	91.5%	92.8%
Year 1	93.0%	88.6%	91.3%	92.1%
Year 2	92.1%	94.0%	92.6%	92.3%
Year 3	94.0%	93.7%	92.1%	92.9%
Year 4	90.5%	93.2%	91.9%	94.5%
Year 5	91.8%	91.5%	93.2%	90.3%
Year 6	82.7%	91.7%	89.7%	95.0%
Year 7	91.8%	85.8%	90.5%	90.0%
Total	90.8%	91.3%	91.6%	92.6%

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

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

Attendance Comment

Attendance continued as a focus in 2017, with whole site agreements in place . Attendance was monitored each week on an individual class basis. An incentive scheme exists with classes recording the highest attendance rate for the previous week receiving an "Attendance Trophy" as well as a whole class reward activity. Unexplained absences are followed up by classroom teachers, as well as individual accumulated absences, which involved follow-up from leadership in conjunction with the local Attendance Officer where necessary. Attendance across the year averaged 92.6%, the highest in Whyalla.

Behaviour Management Comment

A more consistent approach to behaviour management was implemented across MOPS as a result of the work of the Behaviour Management Review Team in 2016. Whole school agreements were established including; communication of behavioural expectations, consistency of language, visual indicators of student behaviour, and appropriate consequences for inappropriate behaviour.
The introduction of the Interoception program in the beginning of Term 2 had immediate and significant impact on school behaviour, particularly in relation to yard behaviour. There was a 44% reduction in significant behavioural incidents in 2017 compared to 2016. There was a 55% reduction in significant behavioural incidents from the end of Term 2 to the end of the year.

Client Opinion Summary

As part of the Visible Learning initiative, the Measuring Relational Trust Survey was issued to teaching staff in Term 1. This reflected people's perceptions around professional relationships at our site. Contextually, there were cultural issues at the time, with significant tensions amongst some staff members. This was reflected in some of the responses. For example; in response to the statement, Teachers in this school trust each other, 50% of respondents agreed with the statement and 50% disagreed. 41% of respondents disagreed that Teachers at this school respect colleagues who are expert at their craft compared to 58%. More encouraging was the fact that 79% of staff felt they could discuss their feelings with colleagues as opposed to 21%. Overall, there were 53% more positive responses to the statements than negative, however it indicates there are still challenges for us as a staff in terms of building positive culture.
Students in Years 4-7 participated tin the Wellbeing Engagement Collection. The report describes young people's views about their social and emotional wellbeing, engagement at school and experiences outside of school. This report presents the survey responses from students for individual schools against those for South Australian students overall. Some observations from MOPs include;
• 46% of students had a positive (high) response to statements about social and emotional wellbeing compared to 52% across the State. Less positive, were the responses to statements around worries, sadness, emotional regulation and perseverance. At the time of the survey there was still some doubt about the future of Whyalla owing to uncertainty around the sale of the steelworks.
• In response to statements about relationships and learning at school, 57% of students had a positive response compared to 61% state wide. Notably, 63% of students had a strong sense of belonging to the school, 56% demonstrated positive cognitive engagement, 72% a healthy academic self-concept and 40% had a strong sense of engagement at school. This is compared to 59%, 72% and 32% respectively across South Australia.
• Student responses to statements about their physical health and lifestyle received approximately the same percentage of positive comments compared to that of state figures; 61% versus 62%.
These results will be discussed further with staff as a means of reviewing current wellbeing strategies and support.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	14	17.3%
Other	1	1.2%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	3	3.7%
Transfer to SA Govt School	60	74.1%
Unknown	3	3.7%
Unknown (TG - Not Found)	0	NA

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

DECD Relevant History Screening

Throughout 2017 Memorial Oval continued to obtain DCSI clearances for all volunteers. This ensured that the relevant checks were already in place when excursions and camps arose. New staff to the school submitted copies of their screening clearance, as well as First Aid certificate and RAN training, as a part of their induction. Staff with updated certificates also submitted these at the beginning of the year, or as completed. A RAN-EC Training session for volunteers was facilitated by the Principal for Governing Council members.

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	29
Post Graduate Qualifications	0

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	15.6	0.0	6.9
Persons	0	16	0	11

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

Financial Statement

Funding Source	Amount
Grants: State	$5000
Grants: Commonwealth	NA
Parent Contributions	$67000
Fund Raising	$2200
Other	Donations $600

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	Extra SSOs employed to work with targeted students1:1 on social skills and anger management strategies to promote more in-class learning.	Most students showed improvement in behaviour and social engagement.
	Improved Outcomes for Students with an Additional Language or Dialect	NA	NA
	Improved Outcomes for Students with Disabilities	1:1 SSO support to work towards SMART goals in the NEP / ILP / IEP	Significant development , behaviorally, socially and academically was evident
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	Quick Smart and Multi-Lit sessions were implemented for Aboriginal students, as well as other students who required additional support with Literacy and Numeracy.	Quick Smart results showed increase in automaticity Multi-Lit results showed improvement using the program Students were engaged more positively in learning.
	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	An ACEO was employed 10 hours a week to work alongside the AET in providing Aboriginal students with social and curriculum support.	
Program Funding for all Students	Australian Curriculum		
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	NA	NA
	Better Schools Funding	Additional in-class SSO support for students with learning difficulties and behavioral needs was provided .	Students were supported to increase progress and positive engagement.
	Specialist School Reporting (as required)	NA	NA
	Improved Outcomes for Gifted Students	Year 6 - 7 teachers instigated a conceptual/project-based learning approach to Maths engaging specialist staff from other sites and resources.	Students showed increased engagement, skills and productivity in Maths.
	Primary School Counsellor (if applicable)	Counselor(Student Wellbeing Practitioner) funding is combined with the role of the Deputy Principal .The school also acquired funding to employ a Pastoral Care Worker for 9 hours a week.	The Student Wellbeing profile of the school is being reviewed and developed.