This year was the first time for a number of years that the year began and ended with the same leadership team and this should be the case for the next 3 years, after each of the positions were advertised and won by the incumbents.

Having a stable leadership team meant that there was an opportunity to establish goals and approaches much more quickly and enabled these areas to be relentlessly pursued throughout the year.

Playgroup established their own space within the school and set about developing it for their needs. Fencing was also built so parents could be sure that their children remained safe when playing outside. Further development on this outdoor area is to continue as funds become available.

Preschool improvement was high on the agenda, as the work begun in 2012 was not complete. An assessment which occurred in May rated our Preschool as “Working towards standard.” Although this was a clear improvement on the assessment done in 2012, it was still not an acceptable standard. The facilities and the teaching and learning programme became key aspects.

Maintenance funding was allocated to the school which enabled the Preschool bathroom to be upgraded, some necessary ground work and painting inside and out. During the holidays, the Preschool was lined in pinup board, absorbing sound and enabling greater opportunity to display children’s work in a respectful manner.

Maintenance funding was also provided to the school which resulted in safer play areas by paving pathways and removal of small stones which caused a hazard in the play area. Funding was used to paint Room 1, finally seeing the end of the very vibrant orange.

Our Tier 2 Intervention Programme began successfully in 2013. The Literacy component quickly became a favourite with those participating, under the leadership of Luke Shepley. During the early part of the year, we made a decision to join a funded programme, part of which was the Quicksmart programme. This programme is designed to rapidly improve students’ basic number skills. Unfortunately, it also diluted our Literacy Intervention.

The Student Voice Group underwent some changes with their focus shifting from special events and minor changes to the organisation and equipment in the yard, to having a much greater input into whole school priorities, especially teaching and learning. Helen Lindstrom led the group and was able to engage and enthuse the children involved.

In 2013, we decided to trial an evening Sports Day. Children came to school late and we ran Sports Day until 8pm. The thinking behind this was to provide more of our community with an opportunity to attend the event. Governing Council, Fundraising Group and Parent Club all supported the evening in various ways and it turned out to be a huge success. Special mention must go to Mel Barnes, Luke Shepley and Rhiannon Wendland for their organisation. A review was conducted and there is strong support to continue with this format in future years with some minor alterations.

The end of year concert and year 7 graduation was cause for some discussion. As with any change, there is always some fear about whether it will be successful or well-received. While there are some areas to work on, the feedback from parents and the community was very positive.

The support of the Governing Council, Parent Club and the Fundraising Group are to be commended and I thank them.
Site Improvement Plan

Out Site Improvement Plan targets are:

**Numeracy**
Improve students’ Basic Number Skills.
- 80% or more of students will experience 5% or greater growth from term 1 to term 4 in percentile score as measured by PAT-Maths.

**Target partially met.**
83.33% of the Year 6 cohort of students achieved improved percentile PAT MATHS scores by the end of 2013. As a whole school, 45% of students improved their PAT MATHS percentile score. We feel that poor reading comprehension may be a factor influencing this level of achievement, and have made Reading Comprehension a focus in 2014.

- Students in year 7 will experience an increase from low to medium level growth of 5% and an increase from medium to upper level growth of 20% as measured by NAPLAN.

**Target partially met.**
Students with Upper level growth in Numeracy increased from 0% in 2012 to 8% in 2013.

- All students that participate in Tier 2 intervention support will experience growth in their percentile ranking as measured by PAT-Maths.

**Target not met.**
77.77% of the Year 4 cohort achieved improved percentile PAT-R Comprehension scores by the end of 2013. As a whole school, 60.76% of students improved their PAT-R Comprehension scores from June to November.

**Target not met.**
Year 3 students will achieve better mean scores than year 3 students in schools in the same category of disadvantage, as measured by NAPLAN.

- Year 3 students will achieve better mean scores than year 3 students in schools in the same category of disadvantage, as measured by NAPLAN.

**Target partially met.**
As can be seen in the table below, English is split into four separate areas. Students in year 3 achieved a better average mean score than students in the same level of disadvantage in Spelling. In the Grammar and Writing components there was not a significant difference.

**Target not met.**
Literacy Intervention students - 10/11 (90.90%) displayed improvement in PAT-R Comprehension percentile scores.

<table>
<thead>
<tr>
<th>Test Aspect</th>
<th>Site</th>
<th>National</th>
<th>Region</th>
<th>Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>364.2</td>
<td>426.4</td>
<td>397.3</td>
<td>389.2</td>
</tr>
<tr>
<td>Reading</td>
<td>362.0</td>
<td>410.1</td>
<td>397.6</td>
<td>386.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>366.4</td>
<td>410.7</td>
<td>391.3</td>
<td>388.4</td>
</tr>
<tr>
<td>Writing</td>
<td>375.9</td>
<td>415.0</td>
<td>390.4</td>
<td>379.5</td>
</tr>
<tr>
<td>Numeracy</td>
<td>338.7</td>
<td>398.5</td>
<td>574.2</td>
<td>560.9</td>
</tr>
</tbody>
</table>

**English**
Improve students’ Reading Comprehension.
- 80% or more of students will experience 5% or greater growth from term 1 to term 4 in percentile score as measured by PAT-R testing.

**Target not met.**
Students participate in an online test which gives administrators individual results which can then be analysed.

- Students from year 2 to year 7 were tested.

- The initial test occurred at the end of June with the second test being completed by students in November.

- Students were made aware of their results and areas for improvement.

- Tests were performed in the classroom while the rest of the class participated in normal lessons. Many students completed the tests too quickly to be accurate.
Although mean scores are not a sound measure of students' achievement, scores dropped in all areas of NAPLaN, with a significant drop in Numeracy. Analysis of this result has shown that several factors contributed, however, this does not alter the fact that strategies must be implemented to ensure these students achieve higher levels of growth from year 3 to year 5 in order to reach a satisfactory level in line with National averages.

Contributing factors:
- Many students did not complete the tests within the given time frame. The instructions took longer than expected meaning some of the tests ran into the start of recess. This may have resulted in some students “giving up.”

  **Consider adjusting recess times for future NAPLaN periods.**

- The focus in the classrooms has been on concepts and use of concrete material. In many cases, this has been the first time that children have been required to sit down and work in such a manner.

  **Class teachers, while not teaching students how to sit NAPLaN tests, will ensure that students are comfortable with the format of the questioning.**

- In previous years, many students have been exempted from the NAPLaN tests. In 2013 there was a concerted effort to ensure all students were included in testing to provide a better picture of individual abilities and understandings and enable the school to cater for individual needs, thereby providing an environment for stronger growth in future years.

  **As stated previously, mean scores are not a sound measure of school achievement. Greater emphasis should be placed on growth data, especially of those students who have been at the school for each of the tests.**

- In 2013, 100% of students participated in NAPLaN testing in order to provide a complete picture of current student achievement.

- Testing was conducted by members of the leadership team.

- Testing occurred in May and reflects all previous years’ learning experiences, not just 2013.

- 11 year 3 students completed the tests.

- 20 year 5 students completed the tests.

- 14 year 7 students completed the tests.

- NAPLaN data is one piece of evidence of achievement. The site has several other methods which are used to inform teaching practice and cater for the needs of individual students.
NAPLAN—Year 5

Mean Scores

For NAPLAN results, a ‘National Minimum Standard’ (NMS) is defined and located on the assessment scale for each year level. Band 4 is the minimum standard for Year 5. This standard represents the minimum level that a child needs to reach to be considered at an acceptable level.

In 2013 the percentage of students who reached the NMS improved in all NAPLAN assessed areas. Of particular note was in writing. In 2012, 69% of students achieved the NMS in this area. In 2013, this percentage increased to 95%. The same result was achieved in Spelling, with the percentage also increasing from 69% to 95%.

Mean scores, which is the average raw score for all students, increased in all NAPLAN assessed areas from 2012 to 2013.

Growth data indicates the percentage of children in each level of growth from 2011 to 2013.

The reduced percentage of students with low growth in reading, from 2012 is a pleasing result, however, the low growth in Numeracy is of concern.
The percentage of students who achieved the National Minimum Standard (NMS) remained the same or improved in all areas assessed in NAPLaN, except in Writing. This result is pleasing, especially when coupled with the knowledge that 100% of students participated in NAPLaN.

Mean scores improved from 2012 in Spelling and Grammar and declined slightly in Writing, Reading and Numeracy.

<table>
<thead>
<tr>
<th>Growth by Test Aspect</th>
<th>Year 5-7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Progress Group</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
</tr>
<tr>
<td>Lower 25%</td>
<td>61.5</td>
</tr>
<tr>
<td>Middle 50%</td>
<td>30.8</td>
</tr>
<tr>
<td>Upper 25%</td>
<td>7.7</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td></td>
</tr>
<tr>
<td>Lower 25%</td>
<td>23.1</td>
</tr>
<tr>
<td>Middle 50%</td>
<td>53.8</td>
</tr>
<tr>
<td>Upper 25%</td>
<td>23.1</td>
</tr>
</tbody>
</table>

The growth data is disappointing, especially as Numeracy has been a key focus area at the site for the past 3 years.

When analysing the data, a significant factor is that the 2013 year 7s, had a disrupted year 6, with staffing changes. This caused a lack of continuity and focus.
Regular attendance and participation in schooling is an important factor in educational and life success. Students who are regular non-attenders are at risk of alienation from education that can lead to decreased options for future pathways. The encouragement and maintenance of regular school attendance is also the responsibility of school and preschool staff who work closely with parents and guardians to maximise learning opportunities for children.

Schools and preschools work with parents to encourage attendance and participation to:

- Provide a safe, success orientated and caring environment.
- Provide relevant learning programs for all students.
- Monitor and maintain accurate records of attendance.
- Ensure non-attendance is followed up through early intervention.
- Develop strategies to resolve attendance difficulties.
- Refer to student attendance counsellors and other support service if additional support is needed.

During 2013, attendance expectations and processes were developed and clarified. Students arriving after the bell are required to report to the office for a late slip, thereby enabling us to track patterns. Teachers were issued with new roll books in the form of folders and detailed documentation for completion of these folders and follow up to be completed.

In addition to this, administration staff also had their roles clarified in order to streamline the process and ensure unexplained absences were minimised.

The school also adopted new means of communicating absences - a mobile phone for texting explanations, and towards the end of the year, a smartphone app which includes a function to send a message to the school regarding a student’s absence.

Our goal is to achieve at least 93% attendance. Although we fell short of this target, there has been marked improvement in Reception, and years 3, 5 and 6.

Chronic non-attendeess were referred to the Regional Attendance Counsellor, and in some cases, special programmes. School leadership attempt to form positive relationships with the families of these students and offer support in several forms to help with any problems. These cases have a significant impact on overall attendance rates.
The chart above shows the consequences set for each behaviour issue. The light blue column is the total number of incidents that have been dealt with under each consequence. As can be seen, the vast majority of behavioural issues are supported by the leadership team in the front office. Suspension is used far less frequently and are reserved for the few cases of violence or threats of violence that occur.

Students at Mallala Primary School are generally very supportive of each other and staff work hard at treating behaviour as something which needs to be learned. There are consequences for not following school and class expectations, but positive behaviour is also acknowledged and rewarded through assembly awards, praise and class privileges.

Preventative Strategies
Our counsellor, Helen Lindstrom, worked with teachers, especially those new to the profession, to ensure curriculum was engaging. Teachers are able to request support for a child who may be showing signs of not being able to manage their own behaviour, before it deteriorates to a point where consequences are required.

Regular staff meeting time is dedicated to discussing student issues.

Options for play were increased during break times, with the library opening at lunch and the play programme occurring 4 days a week. The hall is also open twice a week.

Parent communication is a priority.

A bullying policy is in place and there were no reported incidents of bullying in 2013.
Contact Details

Mallala Primary School
28 Owen Rd
Mallala
South Australia
5502
Ph: (08) 8527 2240
Fax: (08) 8527 2028
Principal: Mr Alec Tibbitts
Email: Alec.Tibbitts694@schools.sa.edu.au

Recommendations

- A clear, narrow and relentless focus in key areas on English and Maths should be developed and adhered to throughout the year.
- Analysis indicates that basic number skills and reading comprehension are key areas to improve overall learning.
- An Intervention programme with clear entry and exit points should be developed, with reading comprehension being addressed.
- Funding for some staffing in Playgroup will provide a liaison between Playgroup and Preschool.
- The Preschool improvement processes must continue.
- The successful Sports Evening should be held in term 4 again.

Recommendations

- A clear, narrow and relentless focus in key areas on English and Maths should be developed and adhered to throughout the year.
- Analysis indicates that basic number skills and reading comprehension are key areas to improve overall learning.
- An Intervention programme with clear entry and exit points should be developed, with reading comprehension being addressed.
- Funding for some staffing in Playgroup will provide a liaison between Playgroup and Preschool.
- The Preschool improvement processes must continue.
- The successful Sports Evening should be held in term 4 again.

2013 once again has been a positive year for the Mallala Primary School. There has been steady improvement in a number of areas but none more evident than the improvement to the Preschool. There have also been some reviews and adjustments to some school policies which include,

- Started development of healthy eating policy.
- Positive interactions with children policy.
- Minor adjustments to the School uniform policy.
- Worked with the school to create and accept the positive interactions with Children Policy and the Preschool Supervision Policy.
- Review of behavior data and processes.

The Governing Council and its fundraising committee in particular have also been very proactive in the local community with its fundraising at events such as,

- Supplying and serving Breakfasts at the Two Wells Variety Club start to its 2013 Bash
- Christmas party street parade
- Bus trip to Auburn which included a goods and services auction

Special thanks must also go to the Parent Club and all their helpers for the tireless work they do to provide services and raise funds for the school. Some of the money raised has enabled the school to purchase a new changeable sign at the front entrance, enabling us to advertise school functions and events and seating and tables for the school yard for students’ use. Once again, thank you to the team of Governance Councilors for their efforts in 2013. On behalf of the Governance Councilors thank you to The Parent Club, Playgroup committee, and Staff for the job they do to make Mallala Primary School the great place it is for our children to learn and enjoy.

Regards,
Simon Taylor

Chairperson’s Report

Workforce

Workforce Composition

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0.00</td>
<td>8.90</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>11</td>
</tr>
</tbody>
</table>

Teacher Qualifications

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>17</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td></td>
</tr>
</tbody>
</table>