In 2014, our focus was firmly on the key aspects of learning and student well-being. Through our data analysis, we came to the conclusion that there was a significant proportion of students who were performing below their potential and strongly believed that with support, they would achieve better educational results. Staffing was put in place to implement a strategy of intervention for students who were not eligible for extra support, but would benefit from such a service.

Under the leadership of Luke Shepley, our dedicated and skilled SSOs delivered a programme to these students in stages of approximately 10 weeks. The data showed that nearly every child improved significantly. This improvement will make a difference to the rest of those students' lives.

Another focus in 2014, was to improve our services to students with a disability and their families. Early in the year, the leadership team spoke about well-being at the school and identified that the place we could make the biggest impact was to ensure our students with a disability were given every opportunity to succeed and feel a sense of belonging at Mallala Primary School. Our Counsellor, Helen Lindstrom, coordinated the programme and communicated exceptionally well with families. Her work ensured we had up-to-date education plans for children and staff were informed about recommendations that came from her work liaising with support services.

As a site, we have now developed and implemented an Intervention and a Well-Being Agreement. These documents guide our practice throughout the school, from leadership through to the classroom and intervention support.

Our commitment to provide quality services for our Preschool children, including Playgroup continued in 2014. Melissa Keller took on the role of educator at Mallala Preschool and set about transforming the centre into an above average learning space where children’s needs and learning are catered for at all times. Late in 2014, our Preschool was assessed for the third time and was judged to be "Exceeding National Quality Standard." This was a significant turnaround in a short space of time and the community can feel proud of what was achieved.

Our Playgroup was reshaped. The school provided a staff member as coordinator and a willing group of volunteers helping with purchasing, setting up, running activities and cleaning. Becoming part of the Playgroups in Schools project provided us with some funding which allowed the committee to complete the outdoor area.

In 2014, our Korean language programme commenced, which has proved very popular with students. The Korean night, which we held in September, was well attended with guests enjoying activities, food and performances. We now hope to make this an annual event.

Once again, our graduation and school concert were well attended and received very well.

Parent Club continued to support the school through their fundraising activities including ice-cream sales, hot lunches, the fun run and Mothers and Fathers days stalls. Parent Club re-invest the funds they make into resources and activities that support students directly. My thanks go to outgoing president, Karina Page, the committee and the volunteers who provided such a valuable service to the school in 2014.

I would also like to thank our Governing Council for their tireless efforts in fundraising, working bees, oversight of the school and providing all parents with a voice to guide the broad direction that the school takes.
Site Improvement Plan

**PAT**

- **PAT stands for Progressive Achievement Test** and is used to test two areas at Mallala Primary School - Maths and Reading Comprehension.
- Students participate in an online test which gives administrators individual results which can then be analysed.
- Students from year 3 to year 7 were tested.
- The initial test occurred at the start of term 2 with the second test being completed by students in November.
- 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 accurately assessed.

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**Improve students’ Basic Number Skills.**

Strategies implemented were to implement the whole school Numeracy agreement, focusing on number activities every day, emphasising problem solving strategies and observing peers to provide critical feedback.

- 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 testing.

When analysing the data we collected, it became apparent that for some students, it was not possible to achieve this result because they were already scoring quite highly. We then examined students who initially achieved below the 50th percentile. This showed that 65% of students achieved growth of 5 percentile points or more.

**Target not met**

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

Leaders and teaching staff analysed NAPLAN responses and found that many errors were made due to a failure to comprehend the question. We chose to focus on Reading Comprehension Intervention in 2014.

**Target not measured**

- 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 met**

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

This was a particularly pleasing result as it was the first year we had run such a programme. This replaced the previous synthetic version of Intervention and instead, relied on an individual approach.

**Target met**

Similarly for Reading as with Maths, we examined students in the bottom 50th percentile to provide us with a better indicator of growth of students who had the capacity to improve relative to all other students tested. This showed that 87% of students achieved an improvement of 5 percentile points or more.

However, when we looked at all students, we narrowly missed our target.

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**Target met**
In 2014, 94% of year 7s, 100% of year 5s and 88% of year 3s participated in NAPLaN testing.

Testing was conducted by members of the leadership team and in some cases, the classroom teacher.

Testing occurred in May and reflects all previous years’ learning experiences, not just 2014.

15 year 3 students completed all of the tests.

17 year 5 students completed all of the tests.

15 year 7 students completed all of 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.

For example, although year 3 mean scores were slightly lower than the previous year, it was pleasing to note that in each of the learning areas tested our students performed better than students in schools of the same category of disadvantage.

Reading results were particularly high and showed a significant increase to the results in 2013.

The largest gap between Regional results, schools in the same category of disadvantage and Mallala Primary School was in spelling. Spelling mean scores have improved since 2013.

Parent Opinion Survey

Responses to the Parent Opinion Survey were largely positive. Of note was our highest ranked question, “I can talk to my child’s teachers about my concerns,” and our lowest ranked response, “This school takes parents’ opinions seriously.” Staff have examined individual responses and will focus on the lower ranked questions.

Thank you to the respondents.
NAPLaN—Year 5 and 7

• Year 5 mean scores were above the average of the schools in the same category of disadvantage and significantly above the Region average in Writing.
• Year 7 mean scores were below the average scores of schools in the same category of disadvantage apart from in writing.
• Most year 5 and 7 students experienced middle or upper level growth across 2 years.
• The percentage of students experiencing low growth is too high.
Leading up to 2014, the Preschool facilities were upgraded.

New carpet had been previously laid and a bathroom upgrade was completed.

Walls were lined in pin-up board material which allowed for more displays and better acoustics.

During the year, the outdoor area was extended which will become a natural play space in 2015.

The concrete base for a creek bed was poured and windmill added.

Quality teaching and learning were a focus for the educator and leaders.

A re-rating occurred in the fourth term. This showed that Mallala Preschool was “Exceeding National Quality Standard.”

Parents were surveyed and overwhelmingly gave positive responses to each category of question.

“I am extremely happy with everything—keep up the good work.” (Parent comment)
In 2014, DECD set a target of 93% attendance for all schools. Mallala Primary School fell just short of reaching this target with an average attendance of 92.4% across all year levels. Most disappointing was that attendance in the early years was particularly low. Students of any age, but especially those in Junior Primary are less likely to reach their full potential if they are frequently absent.

Strategies to improve attendance that were utilised in 2014 were:
- A clear process for addressing attendance concerns.
- A policy of no unexplained absences.
- Regular communication with the parent.
- Increasing engagement in learning and building strong relationships between staff and students.
- Provision of access to greater choice of things to do during breaks.
- Referral to the Attendance Officer.

Chronic and frequent non-attenders have impacted the data significantly.

### Attendance by Year Level

<table>
<thead>
<tr>
<th>Year Level</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tbody>
<tr>
<td>Reception</td>
<td>88.5</td>
<td>93.9</td>
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<td>Year 1</td>
<td>91.3</td>
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<tr>
<td>Year 6</td>
<td>84.0</td>
<td>89.4</td>
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<tr>
<td>Year 7</td>
<td>87.9</td>
<td>84.1</td>
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<tr>
<td>Total All Year Levels</td>
<td>90.6</td>
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<tr>
<td>Total ACARA 1 TO 10</td>
<td>90.8</td>
<td>90.7</td>
<td>92.4</td>
</tr>
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Behaviour standards at Mallala Primary School are generally high with the vast majority of students demonstrating our main value of "Respect." Our key strategy for addressing behaviour is communication. Whenever possible, if a breach of the behaviour code has occurred, a member of the leadership team will contact all of the parents of students involved. Most parents are highly supportive of the school and have follow-up discussions at home and sometimes implement their own consequences.

Teachers use strategies in class to address behaviour concerns. Should these continue to escalate, or should a child's behaviour be a serious breach of our behaviour code, they will be referred to the front office.

We use behaviour issues as a learning opportunity as we believe behaviour, like any other skill, is something which is continuously learned.

Consequences are set to help remind students that the behaviour must stop.
Chairperson’s Report

This year has been a productive year with the Governing Council achieving some key outcomes for all students. These include:

- The commencement of the natural environment play space for the preschool.
- The upgrade of the JP courtyard.
- The change in the school lunches to a healthier option.
- Discussing issues and solutions as raised by the parent body.

The continuing improvement of the Preschool which resulted in an assessment which showed Exceeding National Quality Standard.

- Upgrade of sporting equipment and grounds.
- Consultation with the Owen Swimming Pool regarding an upgrade of the change room facilities.

- Ongoing ICT improvements for the school.
- Supporting the subsidisation of swimming lessons.

Special thanks to the fundraising committee and all Governing Council members for their efforts this year with the following significant fundraising activities to support the school’s development:

- Fete
- Trailer raffle
- Lion’s catering van at the racetrack
- Meat tray raffles at the Mallala Hotel
- Sports Day barbecue
- In addition to this, Governing Council discussed, modified and ratified the following policies:

- Medication Policy
- Debt Collection Policy

- Hot Weather Policy
- Healthy Eating Policy

Special thanks go to the Parent Club and their many volunteers who raised money for the benefit of the school and the students. I would also like to thank all the Governing Councillors that served over the prior year. Special thanks to the outgoing volunteers for their dedication and participation in Governing Council activities. Thank you to the Playgroup Committee for their work on continuously improving the Playgroup for our future students. I would also like to thank the staff for their dedication to our children.

Daryl Standley
Chairperson

Workforce

Workforce Composition

<table>
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<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
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Teacher Qualifications

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<tr>
<td>Post Graduate Qualifications</td>
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