



Munno Para

PRIMARY SCHOOL

Respect, Responsibility, Success

Munno Para Primary School

2020 annual report to the community

Munno Para Primary School Number: 1482

Partnership: Peachey

Signature

School principal:

Ms Belinda Kopania

Governing council chair:

Sandra Watherston

Date of endorsement:

15 February 2021



Government
of South Australia
Department for Education

Context and highlights

Munno Para Primary School is an R-7 school located in Adelaide's northern suburbs. It is situated 35.6kms from Adelaide CBD and 6.8kms from Elizabeth City Centre. The school is surrounded by developments with significant growth. The school was officially opened in 1979 and has undergone new developments in 1986, 1994 and 2011. Both bus and trains service this school with a bus stop on Maltarra Road on our eastern boundary and the train station approximately 350 metres to the north-west. MPPS is an overflow school for schools that are at capacity within the Peachey Alive area. 10.16% are ATSI families with EALD families growing to approx 10%. MPPS is a category 2 of disadvantage school with an ICSEA score of 924. There are 65% of families on school card. The complexity of students and families has increased with the enrolments. The school currently has 110 students requiring funding for additional support with a high proportion with learning difficulties. MPPS has 17 classes including a District R-2 Language and Communication class. 2020 had 4 Early Career teachers across the school with a further 3 new to site staff. This was the largest turn over of new staff for some time at MPPS. There is an outsourced Outside School Hours Care service which operates before and after school as well as vacation care.

Covid impacted significantly on what activities could occur at school and supporting families to participate. The school was still able to have its End of Year Concert along with Year7 Graduation.

There were a number of students who made significant growth in the learning, with reading levels improving across all classes. Reading will be 2021 focus with additional training and support.

Highlights:

Continuous growth of numbers across the school. Maintaining consistent teaching and support staff. A strong collaborative focus across the school with PLC's meeting each week for curriculum consistency and coherence. Active participants in Partnership training and networks. Worked extensively with the SLIPP. Small yet dynamic Governing Council who are actively involved across the school. The GC the canteen which is financial and sustainable. Participation in SAPSASA events when available. The school bought in a 0.2 speech pathologist to assist with staff training, resources and assessments of students. Rock and Water program continued to support students with self regulation. Online curriculum was set up efficiently. This was inclusive of all students with hard packs available for families during lockdown.

Governing council report

2020 was a year of change and many plans were either adapted or cancelled. We would like to thank all families for supporting the school's implementation of multiple changes including limiting access to classrooms and at times parents on site. As a parent of Munno Para PS, I know this was frustrating at times but I believe our staff did their very best to keep our children safe last year. On behalf of the Governing Council, I would like to thank Ms Belinda Kopania for her leadership, particularly in a year which presented many unprecedented challenges. The school's level of communication to families during times of uncertainty was outstanding and greatly appreciated.

Highlights for the Governing Council included monitoring the budget regularly, reviewing policies and receiving updates on the site learning plan and direction of the school. Unfortunately, our plans for the sensory garden area and bike track were put on hold. Volunteer roles and the fundraising activities such as the spring fair were also cancelled.

Happy Haven continue to run the out of hour's service out of the standalone classroom, K7. Their before and after school program is supported by the community with an average attendance of twenty-five students per program. The Vacation care program, is also greatly supported, reaching capacity at different times throughout the school holidays, with their excursion days are proving to be very popular.

The canteen had a successful year again. There has been a significant change in the orders and children are ordering the fresher option verses the pies and sausage rolls. The canteen has met food inspection requirements and the menu has been reviewed and will continue to provide the service in 2021.

Our fundraising team ran a Father's Day stall. As mentioned, other events were cancelled and will be reviewed this year as COVID-19 rules are constantly changing with very little notice.

As parents there are many opportunities to work in the school either as a governing council rep, sub committee rep, fundraising team member or volunteer in the classrooms or canteen. We would love to see new parents join in 2021.

Thank you

Quality improvement planning

The school has supported 2 Assistant Principals and a Curriculum Coordinator. Pauline Huckstepp's focus is Special Education, Guardianship children and Well Being. Amanda Smith's focus is Literacy and Early Years transition. Andrew Castenetto's focus is Numeracy and he supports Well Being with our School Well Being Leader, Ryan Hunter. Andrew and Amanda have supported staff with our work in writing using the Bright Path program. Pauline and Andrew have supported staff with Reading improvement. Penny Daff works as our R-7 specialist Science teacher. She has been involved in the Stem 500 project which is a cross disciplinary approach using Science, Technologies, Maths and Engineering. Serena Boberic will work as our Aboriginal Education Teacher, having a clear focus on our Aboriginal and Torres Strait Islander students and supporting our Aboriginal Community Education Officer to assist with their tracking and monitoring.

2020 saw teachers involved significantly in the training and development across the system with the LDAM strategy. MPPS had lead teachers working with the school and across other sites. Two week Numeracy Blocks are implemented across the site and are expected to be present in classrooms. Classes have intervention groups for Numeracy as well as Literacy. Data is analysed at a whole site level as well as year level and class level. Data for each student is recorded and analysed by teachers. Staff have provided modeling support to each other and work collaboratively with sharing of time and resources. Learning Teams are established with a shared non instructional time. Teachers worked on waves of intervention for all of their students. Students were placed at different levels according to their needs, and placed for assessments if required. A number of students have been picked up with verifications through this process. Students were involved in Children's Uni, which had them involved in areas across the school as well as outside of school. Students attended their graduation at Adelaide University's 'Bonython Hall.' The number of students participating has in Children's Uni learning experiences has increased significantly. Choir students performed at the Festival Theatre in the Festival of Music. All teachers have been trained in the use of Bright Path as a way of improving student writing skills. This will inform learning design for students to support their writing development All teachers continue to work with the LDAM (Learning Design and Moderation) Strategy with a focus on Transforming tasks in Numeracy. It is a requirement that all classes participate and implement this in their planning. All teachers are trained in the Child Protection Curriculum and teach this every week. Early Years Transition Project continued with a focus on transition process preparing families and students.

Improvement: Aboriginal learners

Belinda Kopania (Principal) and Serena Boberic (AET) reviewed current school practices against the Aboriginal Learner Achievement Action Plan. In line with the Site Improvement Plan, literacy is the key area of focus.

Aboriginal and Torres Strait Islander student data is collected frequently by classroom teachers and AET, as outlined in our site assessment plan. Student data is uploaded to Scorelink, OARS and Improvement Dashboard by classroom teachers. All ATSI student data is collated and tracked by AET on a spreadsheet format. Analysis of student data by classroom teachers and AET is used to identify gaps in students' learning and specific skills that need to be targeted. This data is used to inform individual learning goals for targeted students at risk. During 2020, Serena Boberic worked with ATSI students who received APAS funding. This involved working with APAS students two to three times a week focusing on targeted skills, primarily based around reading. All ATSI students demonstrated growth with their reading, including several making more than 12 months growth in their running record level. All ATSI students enrolled at Munno Para Primary School in 2020 had a One Plan updated.

Aboriginal and Torres Strait Islander student attendance is recorded and followed up daily by Glenice Wanganeen our ACEO. Unexplained and chronic non-attendance concerns are followed up with phone calls, home visits and referred to truancy officers as necessary. During 2020, scheduled meetings between the principal, AET and ACEO to look over and discuss student attendance, behaviour and concerns and upcoming events took place every three to four weeks. Aboriginal and Torres Strait Islander student attendance remained steady at 80%. The number of unexplained absences decreased by 8% to from 41% to 33%.

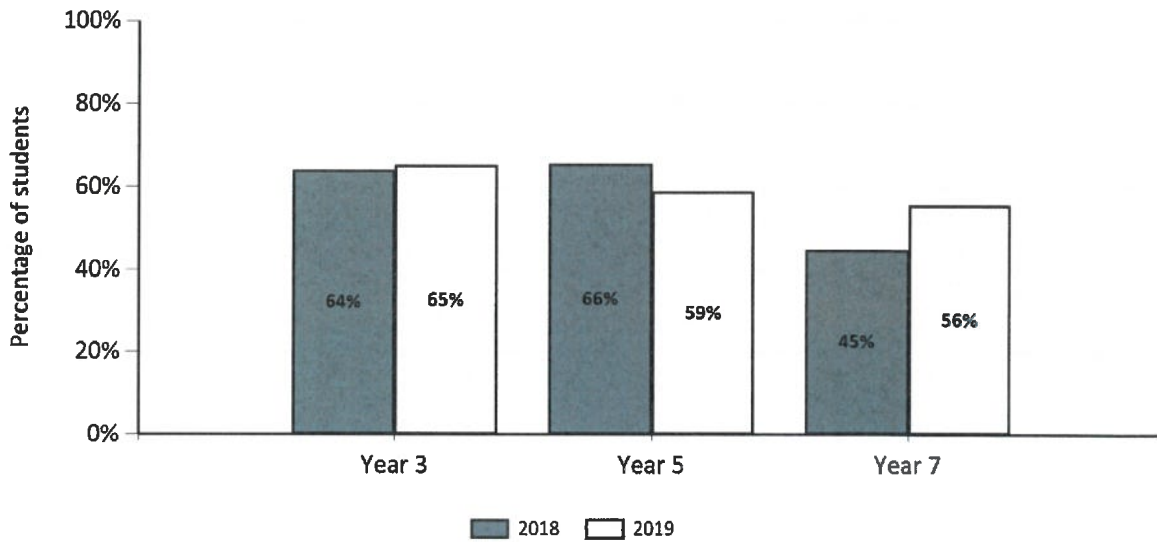
Our program 'Yaiya Tirkanthi' acknowledging and celebrating Aboriginal and Torres Strait Islander culture was offered to our reception to year three ATSI students weekly. A2021 calendar was created for our ATSI families. This included students' artwork and photos, as well as key dates related to Aboriginal and Torres Strait Islander culture and the school year. Unfortunately, due to COVID our Malpa Young Doctors Program was disrupted. This program is funded by Anglicare Communities for Families and will be offered to our ATSI students in years four to seven in 2021. A whole school incursion with Sean Choolburra was subsidised for all students within our school community.

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

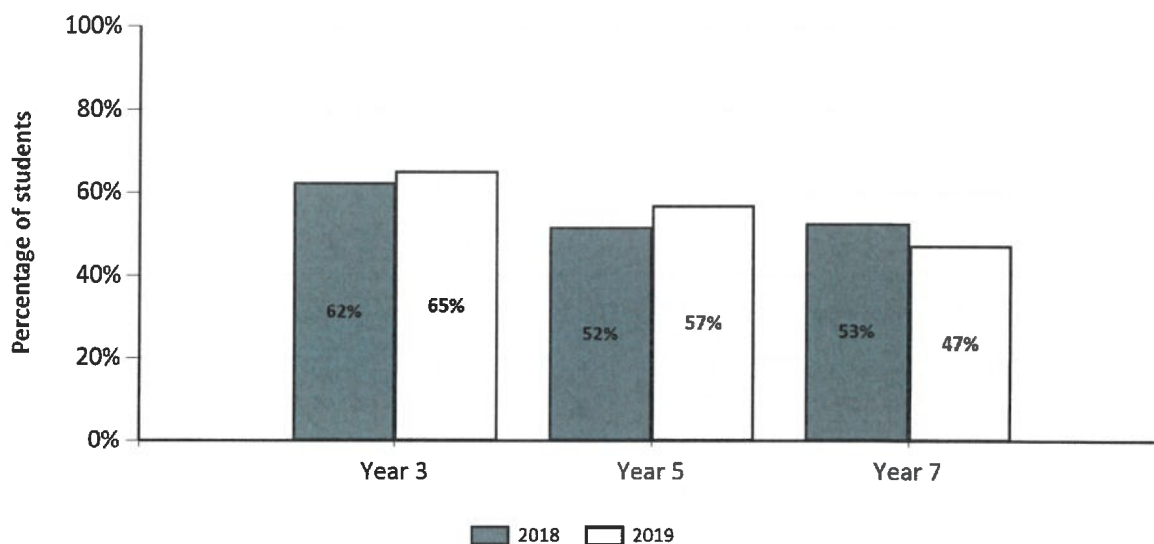


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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



*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 2020.

*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 2017 to 2020 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	19%	*	25%
Middle progress group	51%	55%	50%
Lower progress group	30%	31%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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	30%	21%	25%
Middle progress group	43%	48%	50%
Lower progress group	27%	31%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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 2019	43	43	10	5	23%	12%
Year 3 2017-2019 Average	48.7	48.7	12.7	7.3	26%	15%
Year 5 2019	51	51	8	6	16%	12%
Year 5 2017-2019 Average	40.0	40.0	7.0	2.7	18%	7%
Year 7 2019	36	36	2	2	6%	6%
Year 7 2017-2019 Average	34.3	34.3	1.3	1.0	4%	3%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

[^]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

All students have established Literacy and Numeracy goals which are reviewed and adjusted as required. Literacy and Numeracy agreements have been implemented and are reviewed. All year 1 students were assessed with the Phonics Screening Check, with twenty (47%) achieving the Department's benchmark of 28 out of 40. Decodable readers were downloaded/purchased for our Early Years to support their programs. Bright Path Writing was used as tool for moderating student writing. Learning Teams have shared time in which they plan, examine data, set targets and review student growth. SMARTAR goals were developed for identified students to support differentiated learning programs. All Reception students worked through the PASM test. All data is used for planning and intervention support.

Given NAPLAN was cancelled due to COVID, the Progressive Achievement Tests (PAT) provided us with student achievement data which in conjunction with the Phonics Screen Check and Running Records data we used to form our directions for 2021.

PAT reading data

Year 2019 2020

3 67% 65%

4 65% 50%

5 59% 67%

6 53% 64%

7 48% 57%

- The 2020 5, 6 and 7 cohorts showed steady growth when compared with their 2019 data
- The 2020 year 4 cohort had a decrease in achievement. We will explore this data further to unpack the reasons why.
- Overall the increase of growth could be attributed to the 2020 whole-school reading focus. This included ongoing professional development, improvement of pedagogy/practice and effective tracking/monitoring of data by teachers and leadership.

PAT Maths data

Year 2019 2020

3 76% 64%

4 67% 66%

5 72% 71%

6 61% 73%

7 64% 40%

- The 2020 year 5 and 6 cohorts showed steady growth when compared with their 2019 data
- The year 4 and 7 cohorts demonstrated a decrease in achievement. We will explore this data further to unpack the reasons why
- This year we will be reviewing our Numeracy statements of practice to ensure consistency of delivery and practice
- We will be supporting new to site and early career teachers with PD to support them in key areas of Numeracy.

2021 Directions:

- Review Literacy and Numeracy statements of practice
- Establish scope and sequences for English and Mathematics and integration of other curriculum areas.
- Refine all testing procedures for teachers to analyse and use data to inform planning.
- Continue with Bright Path
- Strong Reading improvement focus through work with Stephen Graham
- Play is The Way training across the school and implemented.

Attendance

Year level	2017	2018	2019	2020
Reception	89.8%	88.9%	87.2%	86.4%
Year 1	87.9%	86.7%	88.0%	89.3%
Year 2	87.5%	87.1%	87.7%	84.1%
Year 3	89.4%	88.1%	87.5%	87.6%
Year 4	89.2%	89.8%	85.8%	83.3%
Year 5	86.9%	87.4%	86.4%	84.5%
Year 6	88.7%	82.6%	84.7%	84.6%
Year 7	86.0%	85.4%	82.2%	78.8%
Primary Other	87.3%	87.1%	82.3%	81.3%
Total	88.2%	87.2%	86.3%	85.0%

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

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

Attendance comment

Covid impacted significantly on attendance. Some families continued to use this as an excuse not to bring their child/ren to school even by the end of the year. Students not able to attend their local school and being directed to MPPS, with some having to walk 40 minutes to get to school, has meant a number of the older students staying home or going to friends houses. We also had a particularly difficult cohort of year 7 boys with SAPOL and support services involvement throughout the year. We use an electronic system which enables the school to text message families if/when a student is absent. All classes use Class Dojo and families can message class teachers directly. Class teachers follow up all absences as per our Attendance Policy. They alert the Wellbeing Leader to absence concerns.

Behaviour support comment

MPPS operates a number of lunchtime activities to encourage and support positive play in the yard. All classes have WOW, Waves of Wellbeing, time after each break to provide opportunities for students to refocus and re-engage in the classroom. MPPS has a School Discipline Policy which has a zero tolerance to violence and bullying. A Focus Room was established for lunchtime time outs. Students may be directed there for inappropriate behaviours which do not require a take home or suspension. As a result there have been a decrease in the number of suspensions. All suspensions have involved violence, to staff and students. Behaviour plans have been implemented to support students with strategies. MPPS has increasing enrolments with increasing complexities.

Client opinion summary

No parent surveys available

The Wellbeing and Engagement Survey for years 5-7 had 76% of students state they had an important adult at school. This has been consistent for the last 4 years. 79% had an emotional engagement with teachers. 32% stated that there was rarely any bullying, with cyber bullying being the majority of issues at 71%. 89% of staff completed the Perspective Survey with a climate index of 80%. 83% have a strong connectedness. Staff have a strong commitment to collaboratively working together and are committed to improve learning for all students.

Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	7	7.0%
Other.	1	1.0%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	6	6.0%
Transfer to SA Govt School	86	86.0%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Relevant history screening

All staff and GC have relevant clearances. The school has implemented procedures to ensure compliance with the department's 'Screening and Suitability' to work as a volunteer in schools. Induction sessions are required as well as an interview with the site leader. No staff member had interrupted employment due to expiry.

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	38
Post Graduate Qualifications	5

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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 Equivalent	0.0	25.8	1.6	17.9
Persons	0	28	2	26

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$0
Grants: Commonwealth	\$0
Parent Contributions	\$101,634
Fund Raising	\$103
Other	\$0

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

2020 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 2020 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 wellbeing and engagement	1.0 Wellbeing Leader to provide support for behaviour education, attendance, wellbeing and engagement for students, staff and families. Training provided for staff. Networks established across services.	Strong collegial networks established with a number of services
Targeted funding for groups of students	Improved outcomes for students with an additional language or dialect	Additional support provided in class for students to access the curriculum.	EALD students were engaged with the school and curriculum with improved literacy
	Inclusive Education Support Program	IESP funding provided a number of additional support programs for students including What's The Buzz, Rock and Water, Target Time, Quick Maths, smaller reading groups, literacy support.	More students developing their phonemic knowledge and reading
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	AET tracked and monitored all ATSI students' phonemic awareness, phonics, PAT-R and sight word data and running record level. Wave 2 and 3 intervention was implemented for targeted ATSI students behind SEA. ACEO monitored and followed up attendance daily, as well as wellbeing concerns. OCOP's established for all relevant students. These are reviewed and modified with Smarter goals.	60% of targeted ATSI students made 12 months growth in their reading level. 100% of students on OCOP's. Increased attendance and reduced unexplained absences.
Program funding for all students	Australian Curriculum	Non instructional classes were set up to be reportable subjects, meaning teachers can focus on the literacy and numeracy of students. Additional training for differentiation for planning.	All curriculum areas taught with literacy and vocabulary focus for all subjects
Other discretionary funding	Aboriginal languages programs Initiatives	ACEO and AET worked with ATSI students as a whole group weekly to acknowledge and celebrate ATSI culture. Whole school incursion organised and subsidised. Special dates were acknowledged across whole school.	Increased awareness and understanding of ATSI culture.
	Better schools funding	Funding provided smaller class numbers to account for the number of students requiring additional support. Classroom support was also provided to assist with curriculum delivery. Students could work in smaller groups.	Greater participation and engagement across the school.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	A Challenger Project was supported for students identified as requiring stretch and a challenge. This was done in the science area with students problem solving, creating and evaluation their entrepreneurial skills.	A number of students received crest awards from CSIRO.