



MITCHAM

PRIMARY SCHOOL

EST. 1847

Mitcham Primary School

2021 annual report to the community

Mitcham Primary School Number: 0270

Partnership: Mitcham Plains

Signature

School principal:

Mr Scott Greenshields

Governing council chair:

Mrs Chevonne Gourlay

Date of endorsement:

2 March 2022



Government
of South Australia
Department for Education

Context and highlights

Mitcham Primary School caters for children from Reception to year 7. It is situated 6kms from the Adelaide CBD. The enrolment in 2021 is 736 students. The school has an ICSEA score of 1120, and is classified as Category 7 on the Department for Education Index of Educational Disadvantage. The school leadership team consists of a principal and deputy principal, 2 assistant principals: curriculum and special education, Literacy Coordinator and Business Manager.

The school population has 3% students with disabilities, 23% students with English as an additional language or dialect (EALD), 2 children in care and 12% of families eligible for School Card assistance and one Aboriginal student. There are three main feeder pre-schools, however in recent years the school has received larger number of students from outside these Pre-schools.

We continue to attract enrolments from private and other public schools. There continues to be strong evidence from all stakeholders of a positive, respectful community at Mitcham Primary School. Staff acknowledge the positive change of culture over the last few years including an increased willingness to support each other, sharing of practice and resources. Staff are keen to engage in new learning and value the opportunities provided in accessing professional learning and the expectation of sharing this learning with colleagues. There continues to be strong evidence of work across the school with design thinking, especially through the focus on STEM.

Staff and the community acknowledge that the school has good facilities and is well resourced to optimise learning for students. The following list is just some of the things that have happened over the year; sports day, Remembrance Day, student led assemblies, Year 7 Iga Warta Flinders Ranges camp and Year 6 Mylor Adventure camp (in lieu of Canberra trip), modified Festival of Music, year 2 camp, student access to quality excursions and incursions, high teacher engagement in quality T&D aligned with our Site Improvement Plan, many end of year class celebrations, year 6 & 7 graduation disco and a fabulous combined year 6 & 7 graduation held at Unley High School. Much of what has been achieved is due to our families supporting the school and volunteering in many different capacities. Without their ongoing care and support much of what we do would not be possible.

Governing council report

2021 brought an odd mixture of change and stability to Mitcham Primary School. As COVID continued to be a large influence on our lives, restrictions and measures that were put in place in 2020, continued through to 2021. It was comforting to know that the school provided consistent support for our students throughout these turbulent times. We have fared so well due to the commitment and dedication from both our teachers and wider community.

This year was our final year of Year 7 in primary school. It was sad to lose them however, I know they made the most of their final year and had some great experiences and memories of their last year at primary school.

In regard to Fundraising, the community was once again was extremely generous for our Colour Run, in Term 1, and throughout the year at our various stalls and raffles.

The canteen continued to be profitable and a special thank-you must be given to the staff that ran most of the year on minimal volunteers. I know that both parents and students are very grateful for all their hard work and dedication to continue this service at school.

We finally were able to start the work on our new gym in 2021 which will continue into 2022. This caused a lot of change with the demolition of the existing gym, Kibby Building and several classrooms. It needs to be stated that the parents and students are particularly grateful for the dedication and hard work undertaken by the leadership team to ensure that the private instrumental music lessons could continue in our school during the build.

Finally, I would like to offer my gratitude and appreciation to our community. Parents, the respect, support, gratitude, and assistance you give our teachers is extremely appreciated. To our teachers and school support staff, your dedication and hard work does not go unnoticed. We are thankful every day for you. That also includes the Leadership team, continuing to put the students and community first to ensure our students learning experiences are quality. Students, once again you have embodied our school values of Respect, Resilience and Responsibility. You continue to rise to any challenge put in front of you and make us all proud.

Thank you also to our 2021 Governing Council members and sub-committees for your hard work throughout the year - we have truly appreciated your support.

Chevonne Gourlay Chair, MPS Governing Council

Quality improvement planning

Student achievement in writing, numeracy and STEM has continued to be a strong focus for 2021. Staff have contributed positively to the planning and review cycle at all stages through the year. Our Site Improvement Team consists of a representative from each teaching team, together with the leadership team. The team meets formally once a term for review, and then provides information to teaching staff about progress against targets. Staff provide feedback and additional comments as part of this review process. All staff have high levels of ownership of the Site Improvement Plan (SIP) and their daily work reflects a shared understanding of our key directions. Staff performance development plans continue to be directly aligned to the SIP goals and challenges of practice thereby ensuring all staff are connected with and working towards the priorities of the school.

Our Reception and Year 1 classes continued to have success using the Read, Write, Inc. programme during 2021. This synthetic phonics approach has proved very successful, with over 80% of our Year 1 students achieving or exceeding the Phonics screening test benchmark score. Literacy support has been provided to those students identified as requiring further intervention including in class support from EALD specialist teachers or small group intervention programmes.

Seven Steps for Writing has also continued to have a positive impact on our students' literacy levels during 2021. Our literacy coordinator has continued to provide additional training and development for staff through modelling best teaching practice, guidance with planning, delivering literacy lessons and whole site training and development. This model has ensured that our teachers and SSOs have the required confidence in their abilities to meet the literacy needs of all students.

Within Maths, we have engaged our Partnership Curriculum Lead to develop and lead a pupil free day targeting our SIP challenge of practice and success criteria. Staff collaborated to design high impact teaching strategies with a focus on quality open-ended tasks, productive struggle and reasoning. PAT Maths achievement is very positive, with increases across all year levels. Achievement of SIP Success Criteria is also positive, but still indicates that solving problems with multiple strategies and reasoning will continue to be a priority area to work on in 2022. Our focus on problem solving and higher order thinking will also continue in 2022, with additional PD and planning release assisting teachers to implement contemporary, research based, teaching and learning strategies.

STEM planning days have continued to increase the level of engagement and success for our students. All classes have implemented STEM projects, working explicitly through the stages of design thinking. SIP Success Criteria achievement is high, with greater than 90% of all students able to describe how they used the design thinking process to assist them in planning and developing a STEM focussed product.

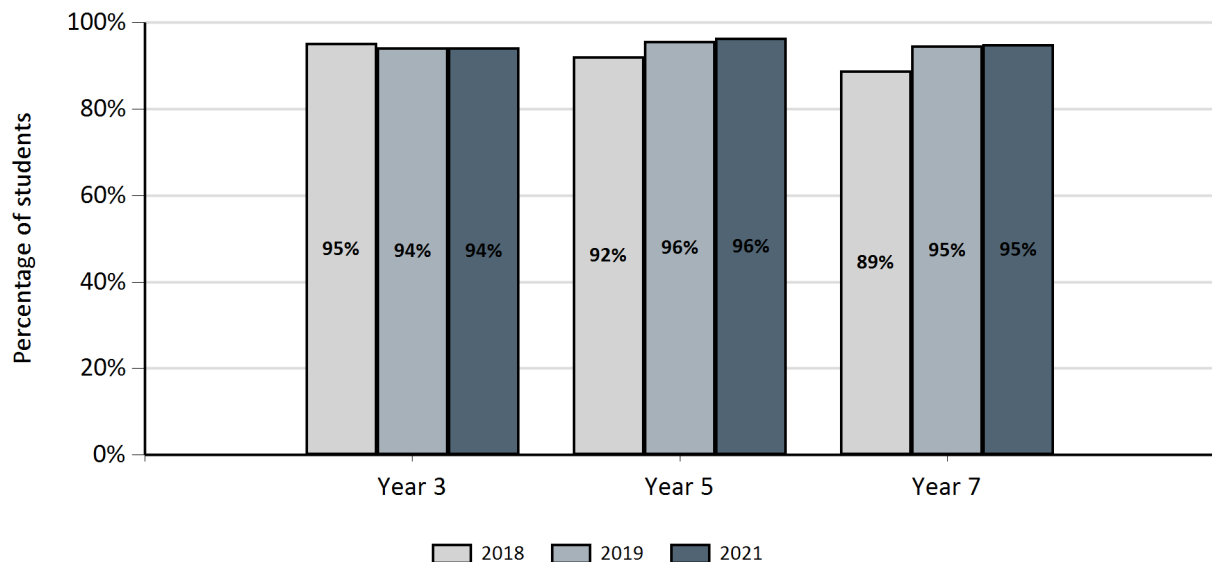
Once again we exceeded our SIP target, with over 60% of students receiving either As or Bs in STEM subject areas in Term 4. Our next steps are engage a B1 Coordinator Leader in STEM for 2022 who will engage staff with extending their range of STEM practice within our classrooms, further increase staff confidence in using a wider range of digital technologies and engaging deeper with industry.

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

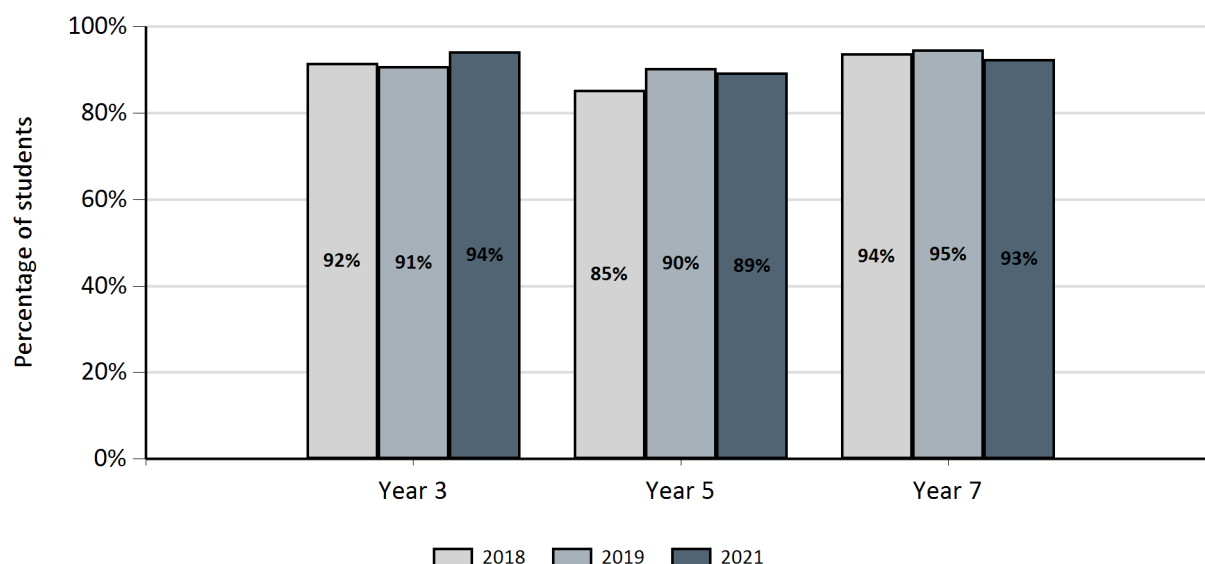


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

*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 2019 to 2021 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	50%	36%	33%
Middle progress group	39%	47%	48%
Lower progress group	11%	17%	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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	49%	46%	33%
Middle progress group	44%	39%	48%
Lower progress group	*	14%	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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 2021	87	87	57	42	66%	48%
Year 3 2019-2021 Average	87.0	87.0	58.0	38.0	67%	44%
Year 5 2021	85	85	39	24	46%	28%
Year 5 2019-2021 Average	89.5	89.5	44.0	25.0	49%	28%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

[^]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.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2021: Tracking & Monitoring

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

Teachers share how they differentiate learning to meet the needs of Aboriginal learners, what goals each student was working towards and how their achievement and development was being tracked and responded to throughout the term. Teachers discuss how in-class intervention supports students to make further progress in their learning. Programmes are in place to assist with Literacy and Numeracy achievement if required.

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

Our Site Improvement Plan, make specific mention in regards to our goals for Aboriginal learners and highlights our high expectation for success for all. Our Aboriginal learners are in Reception . Support to make connections with phonemic awareness and letter blends are provided through being part of our Read, Write Inc. programme. This provides Aboriginal learners with growth in reading levels and confidence in reading and writing.

School performance comment

Mitcham Primary School has once again performed well in the areas of literacy and numeracy. PAT-R and PAT-M results were an improvement on our 2020 results. We are still placed well within the "Inspire" range, which reflects our high quality programmes and student achievement. The majority of our students are achieving well above the National Minimum Standard.

We continue support students in the lower bands to meet the National Minimum Standard through classroom differentiation and targeted literacy and numeracy programs.

- * Read, Write, Inc (Reception to Year 1 phonics programme)

- * Multilit (Year 2 - 7, individual literacy intervention)

- * QuickSmart (Year 4 - 7, partner numeracy intervention).

- * Early Literacy and Numeracy Intervention (Reception students, small group intervention focusing on phonics, early reading skills and numeracy). Teachers continue to report an improvement in students' skills and confidence through participation in these programmes.

NAPLAN maths results are mixed. Year 3 Higher Bands achievement increased from 39% to 48% just missing our target of 49%. Year 5 higher bands stayed at 28%. We are continuing with our focus on increasing the number of students who maintain their Higher Band status from Year 3 to 5. Year 7 higher bands decreased from 55% to 43% however, this is still a significant increase for those students achieving in HB from Year 5 to 7. We experienced an increase Year 3 and a slight decrease at Year 5 and 7 for % of students achieving minimum standard of educational achievement (SEA) for maths.

NAPLAN writing data indicates an overall improvement in writing, particularly in Year 3 with 61% of students achieving in the higher bands (increased from 53% in 2019). Year 5 students achieving in the higher bands increased from 20 to 25%, however we aim to continue working to increase the percentage of students who maintain their high band status from Year 3. Year 7 students showed an increase in high band achievement, from 28 to 35%. Regarding the percentage of students reaching the minimum standard of educational achievement (SEA), we maintained the achievement of this benchmark at Year 3 and showed a slight increase at Year 5 and 7.

Year 1 phonological awareness scores have continued to validate our decision to fund and implement the Read, Write, Inc. phonics programme in Reception and Year 1 classes. A high percentage of our students are achieving excellent results in PAT-R and Brightpath as a consequence. This is also a testament to the strength of our literacy programmes through the increased focus on writing stamina and effective strategies for reading and comprehension in primary year levels.

These areas continue to be a priority for 2022, together with an increased focus on high quality writing programmes, as we seek to increase our number of students achieving in the upper two bands in NAPLAN writing. In Numeracy, we continue to target increased achievement through extensive whole staff and targeted small group professional development in task design. Our focus for numeracy programmes is to engage students in quality open-ended tasks with a high level of challenge, problem solving and opportunities for deep learning.

Attendance

Year level	2018	2019	2020	2021
Reception	94.3%	94.8%	91.3%	94.8%
Year 1	94.0%	93.5%	91.4%	92.7%
Year 2	95.1%	93.9%	92.6%	95.5%
Year 3	93.6%	93.9%	92.2%	94.6%
Year 4	93.5%	92.5%	91.9%	95.5%
Year 5	93.4%	91.9%	90.9%	94.5%
Year 6	93.0%	94.1%	91.0%	94.6%
Year 7	93.9%	92.4%	89.9%	93.2%
Total	93.8%	93.3%	91.4%	94.5%

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

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

Attendance comment

Our attendance for the year has been 91%. Students with a record of poor attendance have been identified and their parents have been supported in order to improve their child's attendance at school.

Processes are in place to track attendance and act accordingly. Teachers are aware of their responsibilities and information regarding the importance of regular attendance is communicated to the community via newsletters, the App and Sentral.

Behaviour support comment

Incidences of violence and bullying remain very low. All students have taken part in the Child Protection Curriculum and 4 -7 students have completed Surveys of Well Being and Student Engagement.

These surveys indicated low levels of physical and cyber victimisation however, a slightly larger number of students have indicated that they have experienced social or verbal victimisation including cyberbullying outside of school hours.

These results are again very similar to last year.

Parent opinion survey summary

2021 was the second year of the new online survey. We received 298 responses which is a participation rate of 65%. This is a significant increase in participation from 2020 which was 48%.

The results of the survey were positive and the school recorded improvements in all areas surveyed. Some results were not as high as expected however, this can be directly attributed to the COVID restrictions which didn't allow many face to face meetings throughout the year.

The areas with the highest rate of 'agree' and 'agree strongly' were:

- * Education is important (98%)
- * Teachers and students are respectful (89%)
- * Parents and caregivers receive enough communication (79%)
- * The school communicates effectively (78%)

The areas with the highest rate of improvement were:

- *Receive learning tips 51% (17% increase from last year)
- *Has input into learning 47% (20% increase from last year)
- *Has useful discussions 58% (15% increase from last year)

Parents indicated that they were missing the direct contact with teachers however, understood that changes to routines were based on ensuring community wellbeing during the pandemic. Parent responses clearly indicated that the use of Apps for class based communication was their preferred method of communication. They also indicated their preference for a single App across the school. This is something that the school will look to introduce in 2022.

Intended destination

Leave Reason	Number	%
AC - LEFT SA FOR ACT	1	0.9%
NG - ATTENDING NON-GOV SCHOOL IN SA	28	24.3%
NS - LEFT SA FOR NSW	1	0.9%
OV - LEFT SA FOR OVERSEAS	1	0.9%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	78	67.8%
U - UNKNOWN	3	2.6%
VI - LEFT SA FOR VIC	3	2.6%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

All processes regarding WWC checks are complied with and documented according to DfE policy.

Processes in place to ensure that all volunteers have the required clearances and training. Clear information is provided to parents and caregivers to access which is regularly updated. Volunteer details are provided to staff to enable them to choose only verified parents to volunteers for excursions and camps.

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	73
Post Graduate Qualifications	21

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

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	1.0	38.8	0.0	14.6
Persons	1	44	0	20

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Financial statement

Funding Source	Amount
Grants: State	\$6,778,630
Grants: Commonwealth	\$10,585
Parent Contributions	\$501,997
Fund Raising	\$27,021
Other	\$187,009

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

2021 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 2021 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	Wellbeing programmes provided to support student's wellbeing and learning resilience include Interoception, Pastoral Care and Physical Resilience. Programmes supported by Assistant Principal Special Ed & Wellbeing.	Students provided with support to develop a greater sense of wellbeing for self.
	Improved outcomes for students with an additional language or dialect	Students were identified according to need and targeted support was provided by the EALD teacher alongside classroom teacher. Student needs were identified and targeted with intentional small group and in-class support.	Students assessed against LEAP levels and received targeted support.
	Inclusive Education Support Program	To support students with identified needs to ensure success with their OCOP goals.	Students are fully supported with relevant staff to meet their OCOP goals.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	<p>To facilitate the Read Write Inc. phonics programme to meet the literacy needs of Reception, Year 1 and identified Year 2 students and Aboriginal learners.</p> <p>To fund an additional Junior Primary class to reduce student numbers and improve educational outcomes for all.</p> <p>To provide SSO support in Quicksmart, Toosmart and Multilit programmes for identified students including Aboriginal learners with literacy and numeracy needs.</p> <p>To support those students with speech & language, behaviour or social emotional needs that do not achieve a higher level of support funding.</p>	All students accessing high quality learning programmes to meet learning needs. Identified students receiving intensive support to meet their learning need.
Program funding for all students	Australian Curriculum	Literacy coordinator appointed to develop staff skills and ability in providing a quality literacy programme to meet students needs. Extensive digitech training and development provided staff STEM skillbase.	Strong training and development programme tailored to SIP outcomes provided.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Literacy coordinator appointed to develop staff skills and ability in providing a quality literacy programme to meet student learning needs. Targeted support provided for those students with needs eg. Aboriginal learners	Students provided with quality learning experiences linked to SIP goals.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	Specialist STEM teacher employed 0.2FTE to coordinate a Gifted and Talented programme aimed at high achieving students to provide intellectual stretch	Identified students enable to complete personal learning STEM projects

