



Meningie Area School

2020 annual report to the community

Meningie Area School Number: 750

Partnership: Coorong & Mallee

Signature

School principal:

Mr Mal Jurgs ^{N.J. Sutton}
M.J. Sutton on behalf of Mal Jurgs.

Governing council chair:

Mr. Jason Schulz
[Signature]

Date of endorsement:

5 March 2021



Government
of South Australia
Department for Education

Meningie Area School

Governing Council Chairpersons 2020 Report

Jason Schulz

It goes without saying that the year 2020 was a challenging year for all humanity, with many disruptions, state declared mandatory lockdowns and restrictions imposed on society due to the global COVID pandemic.

With this noted, I commend the Meningie Area School leadership and teaching staff for being flexible and resilient with the school being open to all students for the entire duration of the year except one week of declared student free days, whilst providing educational packs for families who decided to keep their children home in times of uncertainty.

Despite disruptions the schools Governing Council had an active year of planning for onsite school projects and extracurricular activities that showcased the school and enrich the student's learnings.

One initiative was the commencement of some new additional sub-committees, with the intent to drive change, commence projects, resource teaching staff and ensure positive and progressive outcomes. The new subcommittees set for 2020 were; Agriculture, Sports and Facilities and Nature Play and Grounds. These committees consist of at least one Governing Council representative, one teaching staff and additional parents or community members selected for their skills and experience, with the expectation that these committees report to Governing Council and give recommendations for consideration.

The outcomes generated out of this process were demonstrated with the school's first Agricultural Expo held in August, in addition to planned works on the nature play area and the building of the Junior Primary sandpit area with accompanying cubby-house.

Through capital investment other opportunities were created in 2020 for Meningie Area School students with the installation of a new pottery kiln, the purchase of a 3D router, the installation of a pool cover, including repairs to the existing pool solar heating system, erection of the new netball rings and the reinstatement of the shade outside the art-room.

I would like to personally thank all those involved in our new subcommittees in addition to the long standing groups like PaCSS actively led by longstanding Governing Councillor, Mandy Cunneen. I also would like to acknowledge the tremendous efforts of the schools Communication Officer in Emma Swan for her work in writing many successful funding applications that provided the school with new sports equipment e.g. softball & soccer. This was in addition to winning a grant to build new Cricket nets on school grounds to be completed in the current 2021 year.

The improvement to the schools facilities and equipment will continue into this year with the Cricket Nets, Football Goal Posts, Outdoor seating/blocks, Nature Play and the laying of the Sponsored pavers planned for completion.

Our schools Governing Council is also responsible to communicate and lobby of behalf of the school to state and local government on issues and/or areas of need or concern. An example of this would be the recent cancellation of our schools Ashville Bus service due to low numbers, however whilst lobbying for change and a more reflective outcome, Governing Council elected to maintain this service in 2021 to be funded by the school and substituted by a family bus fare.

In closing I want to thank the teaching staff and leadership team that worked closely with Governing Council in the past year with special mention to Lindy Lehmann and Sharon Gibbs for their ongoing support. Many thanks to the members of Governing Council for their volunteered time and efforts with special mention to outgoing members in Jo Williams and Henry Harvey for the active roles they played whilst on council. I also welcome any new councillors to be appointed in 2021.

The 2021 School year will have an exciting new school leadership team, led by acting Principal John Sutton. We warmly welcome all new teachers and staff to Meningie and look forward to working with them to create a great learning environment and a sense of community.

Respectfully Submitted,



Jason Schulz
Governing Council Chairperson 2020

Context and highlights

Meningie Area School (MAS) is a member of the Coorong Mallee Partnership & is located 150 kilometres south east of Adelaide, on the south-eastern shores of Lake Albert, one of the Lower Lakes, at the end of the River Murray. Our school caters for students from Reception to Year 12. The current enrollment is 164 students including 34% ATSI, 4.6% Students with Disabilities, and 35% students with English as an Additional Language or Dialect (EALD). The school has an ICSEA score of 854, and is classified as Category 2 on the DECD Index of Educational Disadvantage. Approximately 27% of students travel to school by bus.

Our school has a significant number of Aboriginal students who come to school from Meningie and the Raukkan Aboriginal Community, which is situated 48kms from the school. Students from Raukkan Aboriginal School transition to Meningie Area School during year 2. During the COVID Lockdown, Meningie Area School students living in Raukkan attended the Raukkan Aboriginal School to complete the school work set by their Meningie teachers under the supervision of Raukkan staff. This work was supported by laptops provided by Meningie Area School.

4 bus routes bring students to the school from as far away as Policeman's Point, Ashville and Field.

2020 was the first full year of operations with the new teaching and learning areas.

The previous Principal resigned at the end of 2019 and, as no suitable candidate was found to replace him in time for the start of the 2020 school year, the Deputy Principal was seconded to Acting Principal. The Secondary School leader was subsequently appointed as Deputy but that position was not replaced. As a consequence the leadership consisted of Principal, Deputy, Wellbeing Coordinator and Primary leader.

The site improvement plan was reviewed by the whole staff, and some adjustments were made to the actions to better reflect what was happening in the classroom to improve student outcomes.

While the Royal Adelaide Show was not held in 2020, some competitions were run, including the School's Led Wether competition, which Meningie Area School won, taking out the Overall Combined Value Trophy.

Governing council report

No report from the Governing Council was available at the time of writing this report.

Quality improvement planning

Goal 1 Improve student achievement in reading: • 90% of the Year 1 cohort have demonstrated an improvement of student achievement in reading.

- While 60% do not yet have the understandings or skills needed to achieve the expected Year 1 level 13, 40% of students have exceeded the Term 3, Year 1 Running Record SEA level.
- Having access to excellent resources, such as the Literacy Guarantee Unit, has helped to build capacity in the R-5 staff's understanding of the 'Big 6 of Reading' components that contribute towards student achievement in reading. Examples include staff having a deepening awareness of evidence based, high impact strategies for phonics and vocabulary, such as the application of Elkonin Boxes. Other aspects of staff learning are reflected in our commitment across the whole site to dialogic teaching and sharing common posters based on the Primary Literacy Guidebooks.
- Our next steps include adjusting the 2021 target to reflect 60% of the cohort of focus students 1 - 6 for achieving Level 21 or above in the September Running Records.
- Years 1-5 staff will engage in 'Explorations Strategies for Comprehension for Informative Texts Modules 1-4'.

Goal 2 Increase student achievement in writing. 2020: For the students enrolled in year 4 in 2019 increase their Brightpath scores by 30 points from their 2019 scores.

- For Year 5 students we saw an average growth of 37 points for both narrative and persuasive texts, with a huge 91 points for information texts from 2019 data
- By maintaining a focus on the 4 key areas identified in Brightpath in 2019 students have a much better understanding of what is expected of them in their writing tasks and are able to articulate where they need to improve their writing. The work that has been done by staff on formative assessment has supported this change in student reflection.
- The 2020 Brightpath data will inform teachers where they need to focus their teaching and learning in 2021. These are sentence structure, vocabulary building and paragraphing.

Goal 3 Increase student achievement and engagement in Secondary Maths.

- If we look at the PATM data for 2020 for Year 4 – 8 students, we see most students (70%) have made good growth in their scaled scores. The results for Aboriginal students is slightly lower at 59%. Having said that 37% of this cohort are still below the SEA level, including 42% of the Aboriginal students in the cohort, and therefore is still much work to be done to ensure that teachers provide quality differentiated teaching and learning for these students to close the gap. An area for concern is that many of the students that have shown less growth are those in the higher stanines, suggesting that more work is required on providing these students with the stretch they need to continue to progress at the expected rate.
- The work that the Maths teachers from R -9 have undertaken with the Maths consultant, Kathy Palmer, has laid a strong foundation for the school to continue to build upon. The impact of the development of pedagogical content knowledge in staff can be seen in the classroom in the way that students are engaging in Maths learning through agreed common lesson structures, as well as in the growth in PAT-M results. Kathy has begun to work with teachers on providing quality differentiated learning that meets the needs of all learners, including those working in the higher bands, but this should continue to be a priority for 2021.

Improvement: Aboriginal learners

Meningie Area School has a significant number (approximately 50) of Aboriginal learners, ranging from Reception to Year 12. These students are represented across the data spectrum with a number showing similar levels of achievement to their non-Aboriginal peers. However, Aboriginal students are over represented in the students who do not achieve SEA across the curriculum. The attendance of Aboriginal students, on average, is significantly below that of non-Aboriginal students, although there are many Aboriginal students with very good attendance levels.

After conducting a self assessment using the Aboriginal Learner Achievement quality matrix tool, the Aboriginal Education Team, made up of the Principal, the Aboriginal Education Teacher and the Aboriginal Education Officer, determined that the school should focus on Element 1: Data Informed Planning. The focus of this element is on collecting and analysing data and using it to inform whole school planning. The aim of the team's work as to increase teacher awareness and use of this data to plan individual and whole class learning activities that met the needs of Aboriginal students and to provide information that would form the basis for Learning Conversations with students and their families.

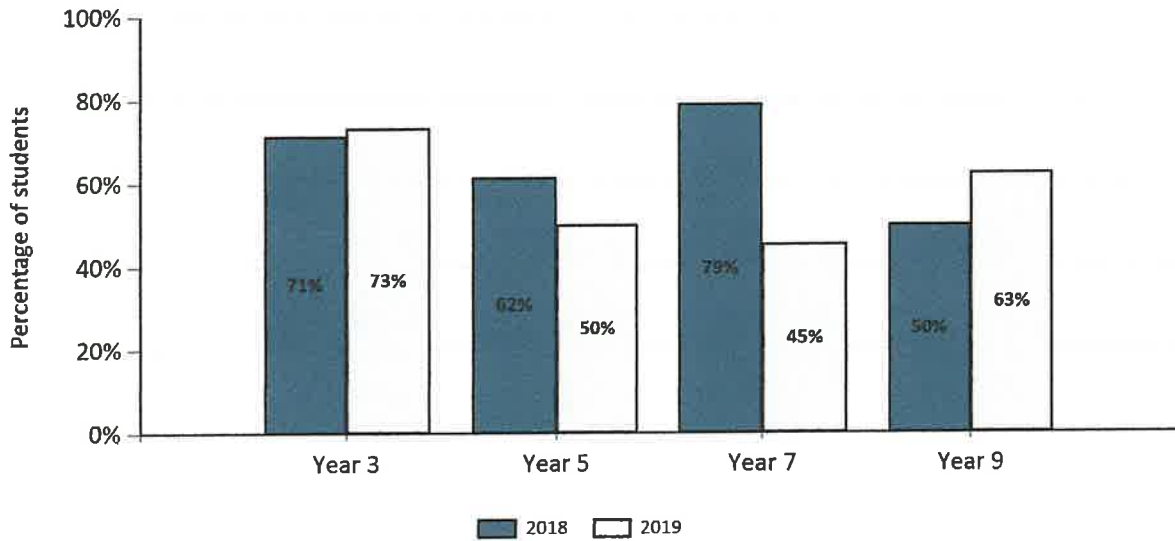
The Principal and the Aboriginal Education Teacher worked on highlighting Aboriginal student achievement in data sets, and using this data to have conversations with parents and caregivers regarding their children's strengths and areas for growth in the One Plan that was developed for each Aboriginal student.

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

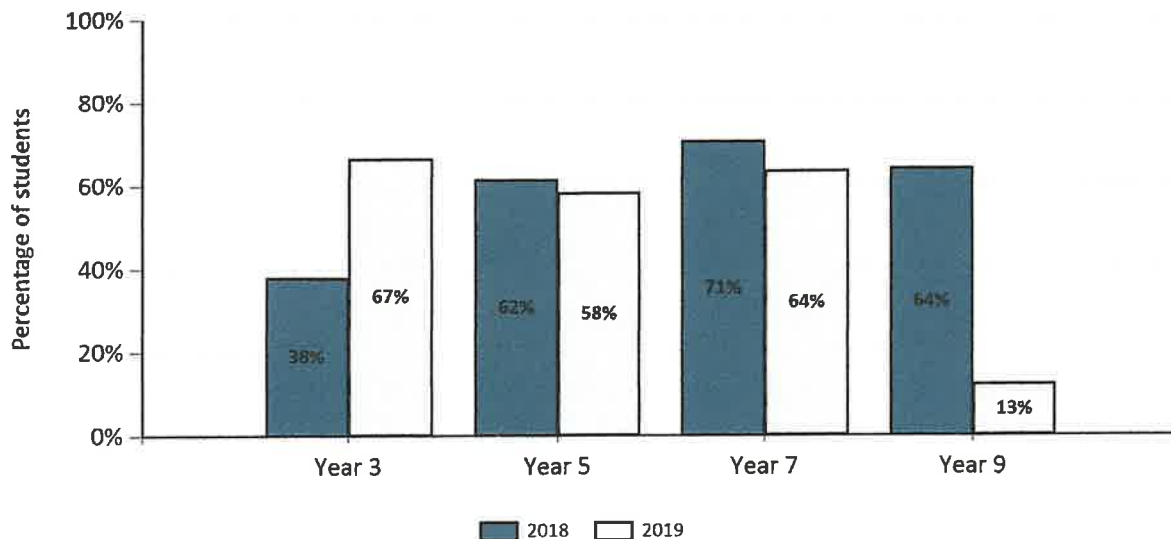


*NOTE: No NAPLAN testing was conducted in 2020.

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 | Year 7-9 | State (average) |
|-----------------------|----------|----------|----------|-----------------|
| Upper progress group | * | * | * | 25% |
| Middle progress group | * | * | * | 50% |
| Lower progress group | * | * | * | 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 | Year 7-9 | State (average) |
|-----------------------|----------|----------|----------|-----------------|
| Upper progress group | * | * | * | 25% |
| Middle progress group | * | * | * | 50% |
| Lower progress group | * | * | * | 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 | 15 | 15 | 4 | 0 | 27% | 0% |
| Year 3 2017-2019 Average | 17.3 | 17.3 | 4.0 | 1.3 | 23% | 8% |
| Year 5 2019 | 12 | 12 | 2 | 1 | 17% | 8% |
| Year 5 2017-2019 Average | 12.0 | 12.0 | 1.3 | 1.0 | 11% | 8% |
| Year 7 2019 | 11 | 11 | 1 | 1 | 9% | 9% |
| Year 7 2017-2019 Average | 16.3 | 16.3 | 2.3 | 1.0 | 14% | 6% |
| Year 9 2019 | 8 | 8 | 0 | 0 | 0% | 0% |
| Year 9 2017-2019 Average | 13.0 | 13.0 | 0.0 | 0.0 | 0% | 0% |

*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.

South Australian Certificate of Education - SACE

SACE Stage 2 Grades – Percentage of grades that are C- or above for attempted SACE subjects (SEA)

| 2017 | 2018 | 2019 | 2020 | 2020 |
|------|------|------|------|------|
| 97% | 90% | 100% | 93% | 93% |

Data Source: SACE Schools Data reports, extracted February 2020

*NOTE: Reporting of data not provided when less than six students in the respective cohort Data excludes non-A to E and Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

| Grade | 2017 | 2018 | 2019 | 2020 |
|-------|------|------|------|------|
| A+ | 0% | 0% | 0% | 0% |
| A | 0% | 0% | 0% | 0% |
| A- | 11% | 2% | 30% | 0% |
| B+ | 0% | 7% | 0% | 0% |
| B | 22% | 15% | 10% | 13% |
| B- | 30% | 32% | 20% | 13% |
| C+ | 8% | 12% | 10% | 0% |
| C | 19% | 17% | 10% | 53% |
| C- | 8% | 5% | 20% | 13% |
| D+ | 0% | 7% | 0% | 0% |
| D | 3% | 2% | 0% | 0% |
| D- | 0% | 0% | 0% | 7% |
| E+ | 0% | 0% | 0% | 0% |
| E | 0% | 0% | 0% | 0% |
| E- | 0% | 0% | 0% | 0% |
| N | 0% | 0% | 0% | 0% |

Data Source: SACE Schools Data reports, extracted February 2020

*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%.

SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE in October that year

| 2017 | 2018 | 2019 | 2020 | 2020 |
|------|------|------|------|------|
| 100% | 100% | 100% | 100% | 100% |

Data Source: SACE Schools Data reports, extracted February 2020

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

| | 2017 | 2018 | 2019 | 2020 |
|--|------|------|------|------|
| Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification | 60% | 61% | 62% | 29% |
| Percentage of year 12 students undertaking vocational training or trade training | 100% | 100% | 100% | 0% |

School performance comment

Due to COVID there was no NAPLAN testing in 2020 to compare with previous years results. Once again Meningie Area School achieved 100% SACE achievement as defined by the SACE Board. The of Stage 2 Subject grades in the C- or above band decreased slightly from 100% to 93 % but this represents just 2 grades that were below C-.

The school achieved 83% of Year 1 students meeting the benchmark in the Year 1 Phonics Screening tests, which is a marked increase on the previous year and highlights the impact that the introduction of the Jolly Phonics and Heggerty's programs have had in the Junior School.

The PAT Maths data from 2020 shows a marked improvement from the previous year's results with good growth for most students in the Years 4 - 8 cohort. This also shows the impact of the teaching strategies that have been introduced through the actions from Site Improvement Plan. This work has been supported by the school's Numeracy Coach, Kathy Palmer, and has focused on developing students number sense through explicit teaching and monitoring of the Big 6 in Number, particularly Trust the Count, Place Value and Multiplicative Thinking.

The results from the PAT Reading test were less consistent with some students showing significant growth while others did not show any improvement. These results were strongly correlated with attendance and highlight the importance of regular reading instruction. The work that has been done in the Junior School on phonemic awareness, decoding and comprehension should show returns in future years.

The school has embraced the use of the Brightpath program as a tool to assess and monitor students writing skills. Students in the Year 4 / 5 cohort demonstrated above expected growth in all genres that were assessed in 2020.

Attendance

| Year level | 2017 | 2018 | 2019 | 2020 |
|-----------------|-------|-------|-------|-------|
| Reception | 87.6% | 91.9% | 91.3% | 88.6% |
| Year 1 | 88.5% | 90.4% | 90.2% | 87.5% |
| Year 2 | 86.2% | 88.9% | 90.5% | 85.5% |
| Year 3 | 90.3% | 88.5% | 86.9% | 90.1% |
| Year 4 | 88.9% | 85.8% | 86.0% | 80.9% |
| Year 5 | 85.2% | 90.2% | 83.7% | 84.4% |
| Year 6 | 84.2% | 83.4% | 88.6% | 82.9% |
| Year 7 | 80.5% | 86.0% | 88.0% | 83.8% |
| Year 8 | 84.7% | 88.9% | 84.5% | 79.5% |
| Year 9 | 66.4% | 83.1% | 85.1% | 82.8% |
| Year 10 | 72.8% | 68.6% | 89.3% | 75.6% |
| Year 11 | 77.8% | 75.9% | 70.3% | 75.7% |
| Year 12 | 72.4% | 81.1% | 71.2% | 67.4% |
| Secondary Other | N/A | 86.2% | N/A | N/A |
| Total | 82.9% | 86.0% | 85.9% | 83.3% |

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

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

Attendance comment

The overall attendance dropped from 2019 to 2020. Much of this drop could be attributed to the influence that COVID had on school attendance. There were a significant number of students who did not attend school during the lockdown period and a number of these took some time to return to school after the lockdown had eased. Many of these students live in households with family members who were classified as vulnerable, and families took the decision not to risk students bringing the virus back in to the household, after contracting it at school. These students were supported with learning at home.

Behaviour support comment

The number of suspensions increased in 2020, particularly after students returned from lockdown at the end of Term 2. Most of these suspensions were limited to one cohort of students and generally involved threatened or actual violence, or harassment of others. One student was excluded for 10 weeks after a number of incidences of harassment and violent behaviour. A variety of different approaches to this behaviour were trialled with support from the behaviour coach, as well employing an extra teacher to work with this cohort for the second semester, with some success. These students may need to be supported in 2021 through alternative programs similar to FLO. There very few significant behaviour issues in the rest of the school population.

Client opinion summary

There were 36 responses to the parent survey in 2020 which is considerably more than previous years. The most significant message that could be drawn from the results was that parents did not perceive that people respected each other at the school. Over 40% of respondents disagreed or strongly disagreed with the statements "people respect each other at the school" and "teachers and students treat each other with respect at this school" while only 33% and 25% respectively agreed or strongly agreed with these statements. This is obviously a challenge for the leadership team in 2021 to change that perception. On the other hand, for the most part parents felt that the school communicated effectively and provided enough communication with them. They also felt that teachers provided their children with useful feedback about their learning, and that they could have useful discussions with their child's teacher about their learning. They also felt that the school provided them with the opportunity to have input in to their child's learning and that their child had a good routine around, reading , studying and learning at home.

Intended destination

| Leave Reason | Number | % |
|-----------------------------|--------|-------|
| Employment | 1 | 2.6% |
| Interstate/Overseas | 1 | 2.6% |
| Other | 0 | NA |
| Seeking Employment | 2 | 5.3% |
| Tertiary/TAFE/Training | 0 | NA |
| Transfer to Non-Govt School | 4 | 10.5% |
| Transfer to SA Govt School | 21 | 55.3% |
| Unknown | 9 | 23.7% |
| Unknown (TG - Not Found) | 0 | NA |

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

Relevant history screening

In line with DFE policy all people who work at the site are required to provide evidence of an up to date DCSI Relevant History Screening indicating that they are cleared to work at a school site prior to commencing employment. A log is kept of due dates for renewal of screenings and in the event of a screening lapsing prior to renewal staff are unable to attend the site. Evidence of an up to date DCSI Relevant History Screening is also required by any volunteer who works with children other than their own and all parents/volunteers who accompany students and teachers on an overnight basis.

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 | 26 |
| Post Graduate Qualifications | 9 |

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 Equivalents | 1.0 | 15.8 | 2.3 | 11.6 |
| Persons | 1 | 18 | 3 | 15 |

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

Financial statement

| Funding Source | Amount |
|----------------------|----------|
| Grants: State | \$48,820 |
| Grants: Commonwealth | \$14,900 |
| Parent Contributions | \$51,234 |
| Fund Raising | \$1,863 |
| Other | \$26,477 |

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 | This funding was used to provide students with SSO support, either one on one or in small groups to assist the students monitor and modify their behaviour and engagement in class. | For some students this was successful, improving their attendance and engagement |
| | Improved outcomes for students with an additional language or dialect | Students identified as EALD were provided with support through intervention programs developed by the EALD teacher, and provided by her or an SSO working under her direction. Regular testing was undertaken. | Many students showed better than expected growth in reading outcomes. |
| | Inclusive Education Support Program | This funding was used to employ SSO to support identified students particularly in developing their literacy and numeracy skills. Older students were also supported in developing life skills as they transition. | Continued progress in the identified key areas of learning. |
| 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 | The Early Years support funding was used to reduce class sizes and to provide SSO support particularly in literacy and numeracy learning. The Rural and Isolated Student funding was used to support students attending off site activities such as camps and excursions and VET programs. All costs for students undertaking VET programs were covered. This included covering transport costs and entry fees. FLMA funding provided an hourly paid instructor to provide a quality teaching and learning program in Ngarrindjeri language for all Aboriginal students in Years R -1.1. | Increased participation in offsite programs and successful First Language outcomes for Aboriginal students. Excellent Phonics Screening Results were achieved. |
| Program funding for all students | Australian Curriculum | This funding has been used to build teachers capacity by releasing them to attend professional development opportunities especially in literacy and numeracy learning. These projects included BrightPath workshops. | Increased staff capacity has lead to improved student outcomes. |
| | Aboriginal languages programs Initiatives | This funding contributed toward the employment of an HPI to deliver the Ngarrindjeri language program and to develop resources required to support this learning. | The Ngarrindjeri language program continues to develop across the school. |
| | Better schools funding | This funding has provided extra teaching staff particularly in Maths, allowing the school to provide more highly differentiated learning programs for students requiring extra support or stretch. | The PAT Maths results showed high growth across the school. |
| Other discretionary funding | Specialist school reporting (as required) | NA | NA |
| | Improved outcomes for gifted students | NA | NA |