



Meningie Area School 2017 Annual Report to the School Community



Meningie Area School Number: 750

Partnership: Coorong & Mallee



Name of School Principal:

Iain Love

Name of Governing Council Chair:

Neville Kernick

Date of Endorsement:

School 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 205 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, Camp Coorong & the Raukkan Aboriginal Community, which is situated 45kms from the school. Students from Raukkan Aboriginal School transition to MAS in Year 6. Buses bring students to the school from as far away as Salt Creek.

The school's leadership team consists of a Principal, Deputy Principal and two Senior Leaders. Highlights during this year included a continued focus on improving literacy outcomes for students across the site, specifically targeting building teacher expertise and pedagogy in the intentional teaching of writing. The focus of our numeracy improvement has been on deepening teacher capabilities and capacity to design, deliver and assess programmes which explicitly target student needs. Our work with a numeracy mentor, coupled with the setting up of the Maths/Numeracy PLC has particularly supported teachers in the primary years. Targeted staffing in the middle school has enabled us to better meet the needs of all students.

Building on the DECD focus on STEM we held a Community Engagement Day, linking school, community, local government & business as we worked through a design thinking process to identify the major issues facing our community. Building on this students and teachers worked with an international organisation, NOTOSH, to inquire into the key question "How might our community grow its population to ensure its sustainability." Students worked collaboratively, across year groups to develop innovative solutions which were presented at our Innov8 Expo and later to a Coorong Mallee Council meeting. 2017 has seen the planning for and design of our new classroom blocks which will be replaced during 2018. Community involvement in the process has been significant & it is very exciting to see the redevelopment finally underway.

Governing Council Report

Meningie Area School embraced and involved the wealth of knowledge in our diverse community throughout 2017. This began with a community consultation day to gauge the willingness of our community to participate in student learning, as well as developing a set of local problems for our students to solve. The project called 'Innov8 2017' has had the full backing of the Governing Council which will continue as the project reincarnates in 2018.

This idea of engaging students using "real life" situations was further explored in the June school holidays with a trip to Timboon Area School (near Warnambool). The Timboon Agricultural Project (TAP) has been making use of the local industry (primarily dairy) to assist with student learning. The group from Meningie consisted of four Staff, Henry Harvey (Finance Chairman) and myself. Timboon's impressive results have seen increases in attendance, engagement, well-being and grades. Meningie's challenge is how to implement our version, and embrace all the diversity our location has to offer.

Planning for the school re-development commenced in late July. The design tender was awarded to Troppo Architects. They have engaged and consulted with all stakeholders extremely well, and have been very mindful of building manipulation to maximise local environmental conditions. Aspect, the landscape architects, have been designing areas between the buildings. The school is utilising the knowledge and skills of our local nursery with the intention of involving students to propagate some of the plants. McMahons were contracted to complete stage one demolition and pre-works cabling etc. This was completed during the December/January holidays. The tender process for the transportable buildings has just been completed and the contract is about to be awarded. The general building tender is due to go out shortly. In order to overcome storage space issues, Governing Council agreed to the temporary use of shipping containers for the duration of the building process. The re-development will continue throughout 2018 and it is hoped to be completed in early 2019.

The school has allocated funds for big ticket items that will require replacement over time. Things like laptops within the 'Information, Communication and Technology' Department, Agricultural equipment and School Projects ie Nature Playground and Yarning Circle. With these funds set aside the school has prepared a budget which covers long term contingencies.

Improvement Planning and Outcomes

Action in response to the areas identified in the 2015 Site External Review, coupled with the key areas addressed in our Site Improvement Plan has included:

Deepening Understanding of and application of assessment for, and of, learning with an emphasis on the role of feedback and raising expectations:

- Staff have continue to refine their expertise in giving and receiving feedback on learning.
- Student feedback, particularly following the Innov82017 Expo which focused on STEM and Inquiry learning, indicates a heightened awareness and ability to work collaboratively, using design thinking processes to identify and develop innovative solutions to community identified problems and issues. Feedback also indicated a greater understanding of the purpose and intentions of learning and increased engagement in learning .

Improving student outcomes in numeracy has been a key focus. Our team has been working closely with a Numeracy Mentor, focussing on identifying the key areas of mathematics which students find challenging, coupled with supporting teachers in modifying teaching and learning programmes so that they are able to design and implement targeted teaching sessions which address these needs. Teachers have responded positively to this initiative and continue to adjust and refine their programmes in light of the data and insights. During Semester 2 we increased both SSO and teaching staffing in Years 6-8 to enable teachers to better support and extend students across the competency range. PATM results in two classes in particular are encouraging with 90% of students in Year 6 and 100% of students in Year 8 achieving or exceeding the DECD standard of educational achievement (SEA). We have also seen significant growth in the cohort of students who were already operating "at standard," but had shown limited growth the previous year. Whilst these results are encouraging, there is still need for significant improvement if we are to meet our goals.

Our focus in Literacy continues to be on deepening students reading and comprehension with student outcomes improving across a number of classes. 90% of students in Year 4, 83% of students in Year 6 and 100% of students in Year 8 achieved the DECD SEA. Whilst we did not achieve our target of 80% of students achieving the DECD NAPLAN SEA across Years 3 to 7, 30 % of year 7 students and 56% of Year 9 students showed growth in the upper band indicating that we are closing the gap. A further focus in Literacy has been in supporting the development of the teaching and assessment of writing across the site. The Literacy Team, through engaging with the Brightpath trial have been developing their expertise in the teaching, assessing and moderating of student writing. This has led to a more focussed and intentional approach to the teaching of writing and a growing awareness of how to improve the breadth and quality of student writing. During 2018 teachers will identify and target areas for growth and challenge for individual students to support them in achieving identified outcomes.

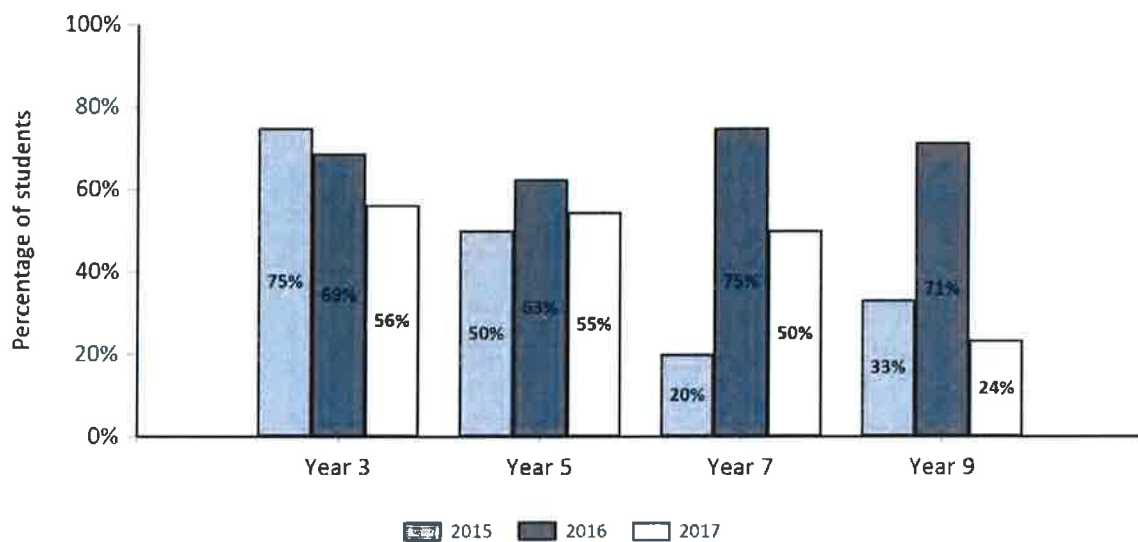
We have continued our work to improve student outcomes for Aboriginal students, engaging respectfully and developing productive partnerships with members of our communities. The successful trial of the Ngarrindjeri language after school programme has led to the language being introduced across the site as a LOTE subject for Aboriginal students. Enthusiasm for learning Ngarrindjeri amongst students is high and community are excited by the initiative. Across the Primary section of the school students are deepening their knowledge of Ngarrindjeri culture through Culture lessons, and ATSI perspectives are increasingly addressed in units of work across the site.

Performance Summary

NAPLAN Proficiency

The DECD 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 one 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 DECD SEA for Reading and Numeracy.

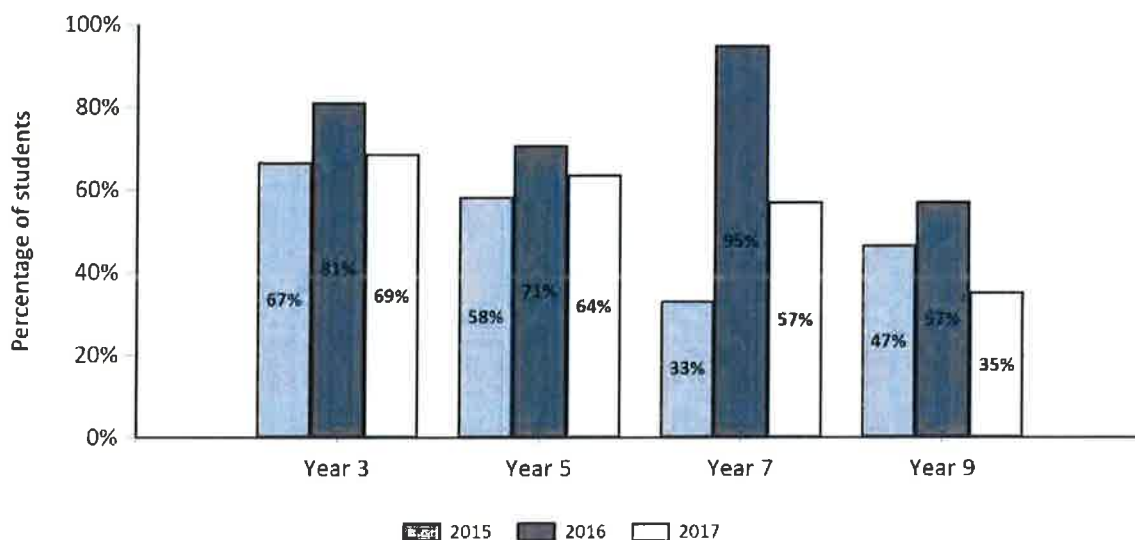
Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*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.

Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*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 2015 to 2017 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	0%	30%	56%	25%
Middle progress group	89%	60%	22%	50%
Lower progress group	11%	10%	22%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*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%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	33%	0%	13%	25%
Middle progress group	56%	36%	75%	50%
Lower progress group	11%	64%	13%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*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%.

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 2017	16	16	4	0	25%	0%
Year 3 2015-17 Average	14.7	14.7	4.7	1.7	32%	11%
Year 5 2017	11	11	1	2	9%	18%
Year 5 2015-17 Average	15.7	15.7	1.7	1.3	11%	9%
Year 7 2017	14	14	1	0	7%	0%
Year 7 2015-17 Average	16.3	16.3	1.3	0.3	8%	2%
Year 9 2017	17	17	0	0	0%	0%
Year 9 2015-17 Average	13.0	13.0	0.0	0.3	0%	3%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

[^]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).

2014	2015	2016	2017
92%	100%	77%	97.3%

Data Source: SACE Schools Data reports, extracted February 2017.

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

SACE Stage 2 Grade distribution

Grade	2014	2015	2016	2017
A+	0%	0%	0%	0%
A	23%	0%	0%	0%
A-	4%	21%	15%	10.81%
B+	4%	21%	15%	0%
B	4%	14%	23%	21.62%
B-	19%	29%	15%	29.73%
C+	12%	7%	8%	8.11%
C	19%	7%	0%	18.92%
C-	8%	0%	0%	8.11%
D+	4%	0%	8%	0%
D	0%	0%	8%	2.7%
D-	0%	0%	0%	0%
E+	0%	0%	0%	0%
E	0%	0%	0%	0%
E-	0%	0%	8%	0%
N	4%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2017.

*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 that year.

2014	2015	2016	2017
100%	100%	75%	100%

Data Source: SACE Schools Data reports, extracted February 2017.

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

	2014	2015	2016	2017
Percentage of year 12 students undertaking vocational training or trade training	100%	100%	100%	100%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	100%	100%	75%	80%

School Performance Comment

2017 saw the SACE completion rate at Meningie Area School rise again to reach a commendable 100%. This has been possible due to the flexible options on offer such as Community Studies A and B subjects, and Integrated Learning courses. In addition, Meningie students are given the opportunity to take part in a variety of Vocational Education and Training course (VET), most of them being fully funded by the school to ensure equity and participation. Once again more than half of the Stage 2 SACE grades achieved in 2017 were in the "B" band or above, and importantly there has been an increase in the percentage of grades achieved that were "C-" or above. As mentioned, Vocational Education and Training courses play a significant part in SACE achievement at Meningie Area School, and the data shows that more students are including a Certificate 3 in their ATAR pattern to make the most of this mode of learning and alternate pathway to future employment.

NAPLAN

As a school that often has fewer than 20 students eligible to sit NAPLAN in each year level, small changes in the number of our students can cause large changes in the percentages shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year.

This year just over half of our Year 3, 5, and Year 7's reached the SEA in reading. An analysis of student growth indicates that 30% of students in Year 7 and 56 % of students in Year 9 showed growth in the upper band. This indicates that they are narrowing the gap. The Year 9 result is particularly encouraging with more than half the students in the upper growth band and may well be an indicator of the success of the intentional focus on reading and comprehension using the LLI resource. Areas for improvement between Years 5 and 7 have been identified and a well-staffed guided reading programme is in place for commencement in 2018. A further concern is the growth rate between Years 3 and 5 and a focus on developing oral language, writing and vocabulary will be rolled out in 2018 to support greater numbers of students to achieve the SEA next year.

During 2017 we continued working with a numeracy mentor to address the challenges of improving student learning outcomes. Regular audits of student progress highlighted a number of key areas of challenge. An example of this is "place value", the understanding of which is key to understanding our number system. Teachers have developed and implemented programmes which target areas of weakness and the results of the latest audits indicate significant improvement in student understanding and application of new knowledge. It is pleasing to note that, on average 60- 70% of students across years 3, 5, and 7 have achieved the SEA in numeracy. It is also encouraging to note that the number of students in Years 5 and 9 who experienced growth in the medium level is higher than the state average. It is a concern, however, that students in the Year 7 cohort have larger number of students not showing growth at the expected rate.

Attendance

Year level	2014	2015	2016	2017
Reception	92.8%	91.8%	90.6%	87.6%
Year 1	93.9%	91.9%	89.8%	88.5%
Year 2	91.5%	92.1%	90.7%	86.2%
Year 3	91.5%	93.6%	93.4%	90.3%
Year 4	93.7%	91.8%	92.4%	88.9%
Year 5	94.0%	87.7%	92.2%	85.2%
Year 6	87.1%	91.0%	91.6%	84.2%
Year 7	87.2%	83.3%	90.8%	80.5%
Year 8	89.2%	79.4%	80.3%	84.7%
Year 9	87.2%	84.2%	85.6%	66.4%
Year 10	80.6%	77.8%	86.8%	72.8%
Year 11	67.7%	67.9%	77.3%	77.8%
Year 12	78.6%	80.2%	84.1%	72.4%
Secondary Other		15.4%		
Total	88.7%	87.0%	88.9%	82.9%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

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

Attendance Comment

Attendance is monitored by homeroom teachers on a daily basis and a weekly attendance update, highlighting students of concern, is given to the Principal for further consideration. Homeroom teachers contact parents or caregivers to discuss attendance if a pattern of irregular attendance is emerging.

The site works closely with the Portfolio Student Attendance & Engagement Officer to meet with families of poor attenders to support them in getting students into school. A student attendance encouragement and recognition process is in place to support students. The policy will be reviewed in 2018.

Behaviour Management Comment

During 2017 there were relatively low numbers of external suspensions with no incidents requiring exclusions. Information is sent home to parents for minor infringements, coupled with formal letters when required. Incidents of bullying or suspected bullying are dealt with in a timely manner, with the focus on supporting the victims and the perpetrators. Parents are kept informed of processes and actions taken. Counselling is provided and parent meetings conducted with identified students as required. Our current behaviour policy is under review following our site engagement with the MYTERN process. Early in 2018 we will begin to introduce a Restorative Practices approach. The review process will be completed in early 2018.

Client Opinion Summary

The student survey indicated high levels of confidence amongst the student body that teachers expected them to do their best and that the school looks for ways to improve. There was agreement that the school gives students opportunities to do interesting things, that teachers provided students with useful feedback about school work and that teachers motivated them to learn. Almost half of students feel that they can talk to their teachers about their concerns, with a further 35% neither agreeing or disagreeing. An area of disagreement (26%) highlighted the view that student behaviour was not well managed. The majority of students feel safe at school, however, it is concerning that 21% do not. These areas will be explored further with students in pastoral care lessons to identify the broad concerns which may have led to these viewpoints so that we are able to consider how best to support students.

The parent survey results were overwhelmingly positive with strong agreement that children feel safe at school, and that parents feel confident in talking to their child's teacher. They also strongly agree that teachers expect the best of their child(ren) and that teachers have high expectations of children. Parents strongly agree that their child likes being at school.

Areas of agreement include, parents opinions being taken seriously, teachers motivate children to learn and that teachers treat children fairly.

Whilst the majority of the parents who engaged with the survey have positive views on all questions there are a number of areas in which a minority disagreed. These include the area of student behaviour management and teachers treating students fairly.

The student behaviour policy is currently under review in light of the work on the MYTERN approach which our site and others across the Coorong Mallee have undertaken. Our site will also be working with our Well-Being leader to support staff and students to develop an understanding of Restorative Practices and their implementation so that we are better able to support students to take control of their responses and actions and how they deal with the challenges which they face.

Staff rated all areas surveyed highly. Strong agreement was indicated that staff expected students to do their best and that the school looked for ways to improve, working with parents to support learners. Staff indicated that their opinions were taken seriously and that they are well supported at this school.

Intended Destination

Leave Reason	School	
	Number	%
Employment	3	11.1%
Interstate/Overseas	4	14.8%
Other	2	7.4%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	3	11.1%
Transfer to SA Govt School	8	29.6%
Unknown	7	25.9%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

DECD Relevant History Screening

In line with DECD 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.

Teacher Qualifications 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	34
Post Graduate Qualifications	13

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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	1.1	17.6	2.0	9.0
Persons	2	21	2	14

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	\$3,540,294.58
Grants: Commonwealth	\$0
Parent Contributions	\$58084.39
Fund Raising	\$5056.18
Other	\$650

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

2017 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 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	Targeted students given significant additional support above allocation to support them in developing effective strategies to manage behaviour and engage in learning at their appropriate level.	Improved behaviour & learning outcomes achieved through working with families.
	Improved Outcomes for Students with an Additional Language or Dialect	Continued support for oral language & vocabulary development across the primary years. EALD staff work directly with students requiring additional support & collaborate with teachers to develop effective interventions	Focus on oral language & building of teacher expertise rolling out across site.
	Improved Outcomes for Students with Disabilities	Targeted support from teachers & curriculum SSOs. Regular liaison and review of ILPs with parents, outside agencies to ensure review and adjustment to meet needs.	Transition from ILP to One Plan.Regular review of plans for 100% of students.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	Rural & Isolated funding is used to support students in accessing external mentoring, engagement in off-site events, trips & excursions. APAS funding supports targeted Aboriginal students through support in reading and comprehension and writing in the primary and middle school and mentoring and support for SACE students to guide them through Stage 1 & 2 subjects and VET courses.	Sound progress towards site literacy and numeracy targets for majority of students.
	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Numeracy & Literacy funding used to target teacher development through mentoring programmes. FLMD funding helped set up the Ngarrindjeri Language Programme an	Positive feedback from parents and students on Ngarrindjeri lessons
Program Funding for all Students	Australian Curriculum	Australian Curriculum funding used to support teacher training and development.	
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	Support for FLMD Ngarrindjeri language programme The initiative, closely supported by community, successfully transitioned from an after school programme during Semester 2, to an "in school" programme.	ALPI funding has supported resourcing and roll-out of the programme.
	Better Schools Funding	Funding used to support additional staffing for Numeracy initiatives, (teacher and SSO). In addition to supporting deepening of teacher pedagogy and assessment practices supported by a numeracy mentor.	Improvement in planning practices, intentional delivery & assessment of learning
	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)	The Middle School leader acted in the Counselling/ Well-Being role with release to work with students. 2018 will see the role change to a full time position so that we are able to focus more deeply on student well-being.	MYTERN initiative and training undertaken and rolled out to all stakeholders.

