Morphett Vale Primary School is a newly developed school set in a picturesque setting within the Morphett Vale area, a suburb approximately 40 minutes from the Adelaide CBD.

Morphett Vale Primary School is a new school development initiated through the Education Works – Stage 2 program. The new school has been created through the merger of Morphett Vale West Primary School, John Morphett Primary School and John Morphett Preschool and began operation from the beginning of the 2011 school year. Morphett Vale Primary School is ‘Category of Disadvantage - Level 3’, characterised by a school card percentage of 54%. There is a mixture of owner occupied and housing trust rental accommodation and a significant percentage of families are unemployed and/or single parent families.

There is a high turnover of transient families which impacts considerably on the provision of an effective educational program for these students.

The demographics of the Morphett Vale area and specifically the schools’ main catchment area have continued to impact upon student enrolments with the trend of decline continuing in 2011. Numbers have also been affected, to an extent, by the school merger initiative, initially undertaken in 2008, with some families feeling insecure regarding the school amalgamation and more specifically the time frame associated with this project.

During 2011 the new school has operated across two sites (Morphett Vale West Campus and John Morphett Campus, with the later incorporating the John Morphett Preschool)

The School caters for Preschool – Year 7 with four Regional Special Classes. One Junior Primary and one Primary class situated on each site. The school attracts a number of students with disabilities and in 2011 there were 54 students identified for support under the ‘Students with Disabilities Policy’. 40 of these students were enrolled across the four Regional Special Classes. From the remaining identified students, there are 8 with a ‘Direct’ level of support and 6 with an ‘Additional’ level of support.

There are 8 Aboriginal students and 4 students from non-English speaking backgrounds currently enrolled at the school.

The school has a strong focus on literacy, numeracy and ICT with an emphasis on high expectations, explicit teaching and innovation and consistency with pedagogy.

The school is committed to ongoing work in implementing the ‘Teaching for Effective Learning Framework’ (TIEL) in 2011. The framework is assisting our leaders and teachers to effectively implement the Australian Curriculum and develop a consistent and innovative approach to teaching and learning across the school. Comprehensive intervention programs operate across the school with trained SSO personnel and a teacher supporting groups through daily literacy and numeracy intervention sessions across the week. Further to this support, SSO support hours have been allocated to each class to assist students with identified literacy and/or numeracy needs.

Specialist curriculum areas (Specialist teachers) across the school include music/drama, science, physical education (Junior Primary) and Languages (Indonesian). A Christian Pastoral Support Worker (Chaplain) also supports a range of special programs including music (guitar) and sports (cricket).
The school also provides a range of sports including soccer, cricket and netball. Further to this, the school is committed to the Active After School Communities program and provides two sporting activities each week after school, to generate interest in a range of sports and activities and encourage students to be active.

Recent ICT developments have included the provision of laptops for all staff, interactive Smart boards in all learning areas and stand alone computers in all classes, computer hubs in shared learning areas and a specialist computer room.

Extensive staff professional development has supported teachers and School Services Officers with developing their knowledge and skills in the area of ICT.

The school's values of caring, respect, responsibility and honesty are strongly embedded in our school culture and drive our work across the school community. We also have a strong emphasis on developing and sustaining the valued relationships we have built between families, staff and students across the merged schools over recent years.

We are an 'Eat Well Be Active' focus school and support our children's health and wellbeing under a key area of 'Healthy Living'.

We are extremely proud of our new school and take great satisfaction in the standard of education and care and service that we are able to provide for our students and school community.

The Principal (Stan Hagias), Deputy Principal (Michele Duthy), Senior Leader (Jill Meszaros) and Coordinator/Numeracy Coach (Maureen Davidson) formed the school’s leadership team in 2011.

Staffing at the school has continued to be relatively stable with Deb Thomson and Jenny Hills returning to fill 12 month vacancies at the Morphett Vale West campus and Karen Suter returning to fill a 12 month vacancy at the John Morphett campus.

Maureen Davidson continued in her role as Coordinator/Numeracy Coach through the National Literacy/Numeracy Partnerships Federal funding. This has been very successful for our school to move ahead in numeracy and towards effectively implementing the Australian Curriculum Mathematics curriculum. Students and staff have continued to benefit extensively from her expertise. We also acknowledge the positive work undertaken by the two TIEL specialist teachers through 2011.

The school (teaching and some ancillary staff) has continued with extensive professional development in numeracy and literacy in recent years. We congratulate staff on their commitment and professionalism. All School Services Officers (SSOs) enrolled to complete Certificate 3 qualifications across a broad range of areas in 2011. (Topics of further study and training include, special education, early years and literacy/numeracy). These studies will continue through 2012.
2011 Highlights

- Established Occasional Care for children 2-4 yrs old
- Received a Variety Sunshine Coach from the Variety Club.
- Won the SAPSASA District Athletics Day.
- High participation in the Australian Mathematics Competition.
- Successful ‘across campus’ camps and excursions undertaken
- Whole school assemblies (rotating campuses)
- Anti Bullying Week
- Book Week
- Make Morphett Vale Magic
- Aquatics and swimming programme
- Expanding Active After school across both campuses
- Sports Day
- Successful choir performances

Report from Governing Council

<A report from the Governing Council, including major decisions and achievements.>
Site Improvement Planning

• **QUALITY PEDAGOGY**

National Partnerships: Teaching for Effective Learning Project (TfEL)

At Morphett Vale Primary School

**Action Taken:**

Morphett Vale Primary School (Morphett Vale West campus and John Morphett campus) was selected to take part in phase two of the Teaching for Effective Learning SA pedagogy research project. As part of the project, each school was provided support through TfEL Specialist Teachers - Vicky Climatianos and Erin Matthews. Both Specialist Teachers began working at Morphett Vale Primary School from the beginning of 2011 sharing the 1.0 fraction of time.

2011 was a unique year for Morphett Vale Primary school as the school was experiencing many levels of complexity as it opened as a newly merged school but operated across multiple campuses (John Morphett Primary School, John Morphett Preschool and Morphett Vale West Primary School). Key challenges included the unification of the two school communities in preparation for the transition to the one ‘Birth to Year 7’ site from the beginning of 2012. Key elements such as a common vision and shared beliefs about the new school and the development of a clear and consistent approach to pedagogy were the school’s key foci.

Involvement in the project was an exciting and very timely as we worked to bring the two schools together and prepare for the transition into the new site at the beginning of 2012.

‘Central to the DECS Improvement and Accountability framework (DIAf) is the principle, *Focus on Learning*. In this improvement focus, the SA TfEL Framework supports collaborative work to ‘get behind the classroom door’ by providing a common frame of reference for reflecting on teaching and learning practice. In this way, the SA TfEL materials guide individual, whole school and system-wide improvement of teaching and learning.

“Developing a whole school approach to pedagogy – through building common language, shared meaning and collective commitment to action – provides the basis for alignment of practice and a focused learning culture. For students, this means seamlessness in how learning is experienced, leading to improved engagement and achievement”

*TfEL Framework Guide page 7.*

The role of the TfEL Specialist teachers, was to engage school leaders, teachers and key school curriculum drivers in the practice of intentional and strategic design, observation, reflection, professional dialogue, and evaluation of the effectiveness of our approaches to teaching and learning. Engaging in these practices has led to the school becoming a learning community where staff are committed to the ongoing process of reflecting on the what, why and how of teaching and learning in their classrooms and across the newly merged school. This work has also led teachers and leaders to work collaboratively to actively re-design teaching and learning to ensure that it reflects what research
is telling us about student engagement and effective student learning.

For this to occur, the environment needed to be one of low threat and high challenge for all staff. It was important for staff to realize that this work was not a form of performance management in disguise. It was about everybody being a learner, about dropping guards, opening up and working collaboratively and consistently to improve learner engagement and achievement.

It was initially critical to “bust” any myths about the TfEF framework and the project and to ensure that staff had a clear understanding of what the project and more specifically the TiEL framework was all about. This began with a whole staff introduction to TiEL with follow-up discussions about project expectations, building relationships with specialist teachers, classroom visits and the sharing of action plans and timelines for the year.

In preparation for the ‘teacher observation’ requirement of the project, staff, towards the end of term one, had the opportunity to observe the specialist teachers undertaking a lesson. Staff members, in year level teams, were able to gain a practical understanding of the TiEL Observation Tool and the different elements involved in the observation process.

1. The pre-observation discussion where the teacher being observed outlines his or her intentions for the lesson;

2. The classroom observation where observers record what they see happening during the lesson using the TiEL observation recording sheet; and

3. The post-observation discussion where the observed teacher talks to the observers about how they felt the lesson went and receives verbal feedback around the quality teaching and learning that was observed.

It was through this process that teachers and leaders gained a deeper understanding of the overall framework as well as the specific elements within the and of the purpose of the project. Staff began to trust that it was about everybody positioning themselves as learners and being willing to open up and share their practice.

During Term 2, teams consisting of TiEL Specialist teachers and members of the TiEL Curriculum Services team observed all Year 3-7 teachers across both campuses as part of the classroom research component of the project.

The feedback received from teachers regarding this process was of an extremely positive nature:

“The Teaching for Effective Learning observers were wonderful and supportive. The feedback I received was positive and it was interesting how the observers took notice of how engaged the students were during their learning. It was a worthwhile experience for me as a learner and it reinforced that I was effective in my teaching and learning for the students. Overall, it was a great experience.”

Tammy Kearns, Primary Special Class Teacher, Morphett Vale West Campus.

In reflection, I believe it was a very valuable experience for my students to see me as a learner. I was able to demonstrate to them that learning is a life long process, one that I find exciting and rewarding.

Maureen Davidson, Year 4/5 Class Teacher, Morphett Vale West Campus.
In the two weeks following the observations, every teacher involved received a feedback letter. The letter acknowledging their positive involvement and specifically identified aspects of their lesson and their teaching and learning program that the team considered quality teaching and learning for the students. Every teacher commented positively on the process and specific nature of the feedback.

Many commented on the value they gained from the process as it enabled them to gain significant insight into what they were doing well and how they could further develop their practice to ensure maximum learner engagement and achievement.

**Another key direction in 2011 was the establishment of Professional Learning Communities (Teams) across the school.** Considerable work was undertaken to introduce and embed the model (Dylan William). Our Professional Learning Communities were all about people coming together to take responsibility for questioning, interrogating and developing their own knowledge, skills and understandings around a professional concept, with the sole purpose being to enrich student learning and achievement. The PLCs concept differs quite significantly from team meetings as they have no administrative focus and follow a clear and structured format that promotes learning focused conversations and requires each member to make an individual commitment to action at the conclusion of each meeting. The Dylan William PLT model is inclusive and the model’s structured components supports meeting focus and encourages professional sharing and accountability to the group.

Towards the end of term two, six Professional Learning Teams were established across both campuses with the central focus being around TFEL Element 2.4– Challenging students to achieve high standards with appropriate support.

This particular element was selected because it had been the central to our work across the existing sites and was considered a clear starting point towards the development of a consistent approach to pedagogy. The leadership team and the TFEL specialist teachers were mindful that the PLTs could integrate this learning focus with the current school priorities as opposed to seeing it as an ‘extra thing’. We, as a school, believe that ensuring high levels of challenge with adequate levels of support is central to all aspects of our core business of teaching and learning.

The six Professional Learning Teams consisted of Junior Primary, Middle Primary, Upper Primary, Specialist, Special Class and Leadership. Each of these teams were released for half a day in term two to work with the TFEL specialist teachers and a member of the leadership team. This session was for team members to become familiar with the model and with the process of running a PLT. This session followed a number of preparatory staff meetings and one to one work with the TFEL specialist teachers. PLTs release was also provided during term three with the responsibility for facilitating the meeting being on an identified team member with TFEL Specialist teacher and Leadership support. Staff meeting time was also allocated for follow up meetings, with teams expected to self manage.

The TFEL specialist teachers and the leadership team continued to work with each team, directing facilitators towards professional learning resources and new learning as well as providing support to individuals with their commitment to action. This support varied and included one to one meetings or planning time, observations, modeling, data collection and analysis, gathering and preparing resources etc.

**The focus of the fortnightly school newsletter included a ‘focus on learning’ section that was dedicated to sharing examples of quality teaching and learning with the wider community.** The Focus on Learning at MVPS segment features updates on teacher professional learning, quotes and food for thought for students, families and teachers, photographs of learning in action and interviews with members of the school community.
There was an ongoing focus through the year on providing opportunities and supporting staff with becoming familiar with the TfEL Framework guide, DVD and the TfEL Review Tools handbook.

From Term 2, we factored a ‘Spotlight on a TfEL Element’ session at each staff meeting.

The weekly staff meeting began with a 5 minute highlight of an element from each of the Domains (Domains - 2, 3 & 4). This included a definition and brief description and was followed by a practical ‘real life’ example from identified teachers. The positive impact of this practice on both the teacher presenters and staff was obvious and considered by all as very effective and worthwhile.

The TfEL specialist teachers facilitated a series of TfEL DVD familiarisation sessions and worked one to one as required, to support staff in their navigation and use of this resource. The leadership team proposed that any after hours time invested in becoming more familiar with both the framework guide and DVD would be considered towards each teachers T&D hour requirement.

As staff began to become more familiar with the framework, we began to discuss the concept of utilizing the TfEL framework as a filter for all programs and activities undertaken across classes and the school.

The school is strongly committed to this work and we view 2012 as a consolidation year. We believe that our positive work with TfEL will be significantly enhanced this year through having all staff on the one site, new facilities and resources that will more effectively support the direction of our teaching and learning and through working as a united, focused and committed school team.

### Outcomes Achieved:

a. Familiarizing teachers and leaders with the project, framework and accompanying guide.
b. Lead the process of developing Professional Learning Teams with staff across both sites: *These teams provide teachers and leaders with an opportunity to come together and further their own learning by sharing and critically reflecting on their practice.*
c. Focus on Learning newsletter piece: *A section of the fortnightly school newsletter dedicated to sharing examples of quality teaching and learning with the wider school community.*
d. Effective Lifelong Learning Inventory (ELLI) with all Year 3-7 Students.
e. Educational Positioning System (EPS): *A whole staff survey that helps us to identify the areas of strength and weakness in our school in relation to structures, community & culture and what we believe about students and learning.*
f. TfEL Classroom Research Observations: *The feedback received from teachers regarding this process was of an extremely positive nature. Many commented on the value of the process as it enabled them to gain significant insight into what they were doing well and how they could further develop their practice to ensure maximum learner engagement and achievement.*

### Implications for future planning 2012:

- Continue to support all staff in the development of a consistent approach to teaching and learning.
- To guide teachers and leaders in the process of intentional design for quality learning through observations, professional conversations, reflection on practice
and creating Individual Learning Plans.

- To continue to work alongside teachers to support them to position themselves as learners and be willing to open their classroom doors and share their practice.
- To continue to support Professional Learning Communities across the site.
- To lead the process of teachers observing one another teach and then give feedback using the TfEL Observation Tool around the quality teaching and learning that was observed.
- With the introduction of the **Australian Curriculum** and Morphett Vale Primary School having to report on **Science and English**, it is really important to focus on 'what' is being taught, but also very important to focus on the ‘how’ it is being taught, using the **TfEL Framework** as a reference point.
- Continue to work with leaders and teachers to support them to develop a deeper and clearer understanding of the TfEL Framework.

### LITERACY

#### Action Taken:

- Staff, students and parents participated in the Diagnostic Review which provided recommendations for future directions
- All students were assessed in:
  - Phonological Awareness and processing skills
  - Reading phonemically structured words
  - Spelling words
  - Reading sight words
  - Reading nonsense words built on phonemic structures
- **DIPL - (Doorway into Practical Literacy)** was implemented across all mainstream classes Preschool to Year 7
- **DIPL-(Doorway into Practical Literacy)** was implemented by some special classes
- Staff participated in DIPL training sessions via Skype.
- Students in Year 1 identified as requiring additional support in literacy received 1 to 1 instruction in the area.
- SSO support was provided in all classrooms to support students’ identified numeracy and literacy needs. This included the continuation of key programmes such as Writing Wizards, Marvellous Mathematicians and Remarkable Readers.
- 85% of students participated and completed the Premier’s Reading Challenge.
- Literacy data for each student was collected and analysed from the Term 2 reports.
- Students’ achievement level, effort and study habits were identified and individual students targeted and monitored.
- Running Records data was collected in September for all R – 2 students.
- Teachers began to use the Fountas and Pinnell Benchmark Assessment System to take and analyse running records.
Outcomes/Targets achieved:

- Student comments from reports indicate students enjoy DiPL (Doorway into Practical Literacy Programme) and feel successful in spelling and grammar.
- Data analysis has shown an overall trend in the improvement of students spelling and grammar since the implementation of the DiPL programme. Those students who were demonstrating the highest degree of difficulty have shown the greatest improvement overall.
- ‘Writer’s Workshop’ continued to be implemented across 6 classrooms.
- All teachers familiar with the ‘Big 6’ in reading.
- Fountas and Pinnell Reading Benchmark System introduced.
- Targeted Students continued to participate in the Writing Wizards and Remarkable Readers Intervention Programs:
  - Our Year 5/6 class participated in The Advertiser literacy competition this year winning a book for their class as one of the prize winners.
  - Year 6/7 students have been involved in a Buddy Reading Programme with the Junior Primary each morning in the classroom.
  - We have been trialling the use of the Fountas and Pinnell Literacy Intervention Kit. The school has now purchased a copy of this valuable kit for ongoing use with students.

**DiPL Dictation and Spelling Results from a Middle Primary Class 2011**
### Reading Intervention Programme  Term 4, 2011

Number of children involved in Reading Intervention Programme: 10

Inclusion in this group for targeted literacy intervention, were children identified to be well below expectations in both reading level and sight word knowledge.

Assessments were made at the beginning of the intervention programme using the Fountas & Pinnell Literacy Intervention Kit as well as classroom records of The Oxford Word List.

Assessments highlighted the need for explicit teaching in word decoding as well as phoneme and grapheme recognition. Each week students worked to develop their skills in these areas.

<table>
<thead>
<tr>
<th>Year Level 2011</th>
<th>F &amp; P</th>
<th>RR</th>
<th>Oxford Word List</th>
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<td>endT4</td>
<td>T3</td>
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<tr>
<td>Student A</td>
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<td>C</td>
<td>D</td>
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<tr>
<td>Student B</td>
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<td>C</td>
<td>E</td>
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<tr>
<td>Student C</td>
<td>1</td>
<td>D</td>
<td>F</td>
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<td>Student J</td>
<td>2</td>
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</tbody>
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Reading Intervention Programme  Term 4, 2011

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Assessments highlighted the need for explicit teaching in word decoding as well as phoneme and grapheme recognition. Each week students worked to develop their skills in these areas.
This graph is a representation of the growth students (A-J) have shown with their Fountas & Pinnell and PM Benchmark reading levels (RR), as well as their Oxford Word List knowledge since the beginning of intervention.

**Implications for future planning 2012:**

- Continue to implement Fountas and Pinnell Benchmark System, and train all teachers in using the system to assess and plan for reading.
- All students identified as being ‘at risk’ using NAPLAN and other data to be targetted using Fountas and Pinnell Levelled Intervention Program.
- Continue the implementation of DIPL across both campuses of the new school.
- Continue to focus on the Big 6 for reading. Continue staff training in these aspects and support implementation of new learning into classroom teaching and programming.
- Investigate English section of the Australian Curriculum and map students’ expected achievement against the framework.
NUMERACY

Action Taken:

- Continued investment in Mathematics development to support innovative class/school programs e.g. Staff attended a ‘Differentiating Numeracy within the Classroom’ workshop with Michael Ymer.
- All teaching staff have attended at least 2 of the 3 allocated Training and Development workshops funded by the DECS initiative Primary Maths and Science Strategy 2010 - 2012.
- Teaching staff have continued to use the Big Ideas in Number diagnostic testing to identify students requiring intervention as well as identifying misconceptions within student learning using. These assessment tasks also provide direction to teachers looking to extend particular students.
- NAPLAN data (2010/2011) was analysed and students at risk identified for classroom/support program intervention.
- Students who have been identified as ‘at risk’ are targeted with classroom/SSO intervention programs to develop their skills in ‘Number’. Our intervention program includes planning appropriate learning activities that directly builds on students’ current knowledge.
- Staff and students were supported by the purchase of new ICT/Interactive SMART Board based mathematics software and web applications, including Anne and Johnny Bakers ‘Dice Strings’ and the ‘View & Do’ series. Mathsbuddy.com.au. is another very successful program which allowed students to access individualised support programs set by classroom teachers. Classroom resources purchased to support the development of ‘numerate’ classrooms included classroom based manipulatives, dice, dominos etc.
- During Term 4 Morgan Primary School invited our Coordinator / Maths for All Teacher Facilitator to their school for a whole day numeracy workshop to showcase the fantastic work that is happening within our school.
- Teachers have become familiar with the Scootle learning pathways focussing on specific maths skills and concepts linked to the Australian Curriculum.
- Our staff have become familiar with how to access and use the new on-line Australian Curriculum which is to be implemented in 2012.

Outcomes/Targets achieved:

- Teacher and SSO knowledge of ‘Big Ideas in Number’ has continued to develop along with new staff inductions.
- Student interest and engagement in Numeracy programs and activities has been clearly noted. This year, 47 students from years 3 -7 participated in the Australian Mathematics Competition this was up considerably from the 19 participants in 2010. 18 students received Participation Certificates, 13 students received the Proficiency Award, 13 received a Credit Award, 2 students received the Distinction Award and 1 student a High Distinction.

Implications for future planning 2012:

- The Australian Curriculum will be a major focus of training and development for 2012.
- Develop a whole school agreement to implement a set structure in daily 1 hour maths lessons. This agreement will compliment the Numeracy Policy which is reviewed by the Numeracy Committee and ratified by staff.
- Continue to induct new teachers and SSO's into the ‘Maths for Learning Inclusion’ foundations and ‘Big Ideas in Number’ concept.
- Continue training and development in using SMART Boards therefore making the best use of this technology during 2012.
- A continued focus on data collection and analysis processes during 2012 with all staff involved in the analysis of a range of comparative data to identify both individual student needs and areas of the curriculum for further development.
• Targeted students to be monitored closely through Performance Management processes and regular monitoring by Coordinator/leadership staff.
• Staff to continue to utilise the Big Ideas in Number diagnostic assessment data to inform individual student learning directions.
• Mentor teacher and Coordinator (Curriculum Renewal & Learning Innovation) to work with teachers to identify students and target specific aspects of Numeracy programmes for further development.
• Staff to develop personal learning plans for Mathematics, to be supported through ‘Maths for All’, including undertaking the remaining maths professional development days as required by DECS through the PMSS or similar research based appropriate training.
• Numeracy audit to be conducted early in 2012 to ensure that a numerate environment is reflected in all classrooms.
• Maths tool kits to be purchased for all students in 2012.
• Continued student participation in the Australian Mathematics Competition to be held on the 2nd August 2012.

QUALITY ENVIRONMENT

- develop whole school consistent and effective approaches to **student wellbeing** that supports a safe and supportive learning environment
- develop consistent and effective whole school management of **special education**

Student Wellbeing

Values

**Action Taken:**

- Wide consultation with both whole school communities - staff, students, families, community groups (where appropriate) to develop, explore, discuss, unpack, establish, publish a new set of values for MV PS to begin in 2012 that included:
  - Written responses
  - Surveys
  - Voting
  - SRC input
  - Committee to manage the process
  - School Council consultation
- New school values published in newsletters and displayed in all areas of the school
- Promote whole school language around our new values
- Values Awards at assembly to reflect our new values
- Provide teachers with resources to explicitly teach our values
- Incorporate new values into all school policies, practices
Whole school focus on one value per term

Outcomes/Targets achieved:

• Agreed school values of Respect, Responsibility, Honesty and Caring developed, published and applied to policy and practice

Implications for future planning 2012:

• Embed our values in all new and reviewed policies, practices and programs
• Continue to promote our values through assemblies, newsletters and posters
• Develop Codes of Behaviour for students, staff and parents that reflect and embody our values

STAR Systems and Management

Action Taken:

• 1:1 ‘Planning’ Meetings with all teachers to identify student and family needs
• SRT established to meet fortnightly with regional support staff to identify and plan support for students at risk
• Promote and follow through with pre referral process and develop data base of referred students
• Counsel and refer students, parents, families at risk to IBS, CAMHS, Ed Psych or community agencies
• Case management plans for all students at risk
• Regular Review Meetings with support staff, teachers and families to review progress and document future planning
• Friendship groups - short term for targeted students
• Working with individual students - set goals around specific issues to develop positive learning behaviours in class/yard
• Girls and Boys groups - withdrawal groups for students at risk socially, emotionally and behaviourally
• Structured Play Groups for targeted students run by SSOs
• Referral of Year 6/7 students at risk of disengaging for ICAN support

Outcomes/Targets achieved:

• Students at risk identified and planned support provided by SSOs and Deputy Principal

Implications for future planning 2012:

• Continue to fine tune the Student Review Team process
• Continue to participate in ICAN program
• Develop specific yard programs for students with yard behavior issues. Provide training for SSOs
• Investigate and implement a consistent social skills program e.g. What's the Buzz? for years R - 5
Behaviour Management

**Action Taken:**

- Review, develop and publish BM agreements, policies and practices: Detention Room, Office Time Out, Class Time Out etc using consultative processes with staff, students and parents

**Outcomes/Targets achieved:**

- Beginning to develop consistency and common understandings and agreements around behaviour management, expectations and staff responses in the class and yard

**Implications for future planning 2012:**

- Develop, publish and promote Code of Behaviour, Yard and Class Rules, Yard and Class Flow Charts
- Develop posters for display throughout the school with SRC input
- Develop a Resource Folder for staff to include BM proformas, Codes, Flow Charts etc
- Refocus/revisit/update T&D in restorative practices for all staff

Behaviour Management Data

**Action Taken:**

- Collect, analyse and share with staff DUX behaviour management data in terms of both total numbers and targeted students

**Outcomes/Targets achieved:**

- Data shared with and analysed by staff

**Implications for future planning 2012:**

- Data shared with and analysed by staff every term
- Data shared with and analysed by leadership fortnightly

Attendance and Lateness

**Action Taken:**

- Monitor and follow up on non attendance and lateness as outlined in the policy
- Monitor attendance as per the policy
Outcomes/Targets achieved:

• Consistent and regular follow up of lateness and attendance by Deputy Principal and Attendance Counsellor

Implications for future planning 2012:

• Continue to document and follow up non attendance and lateness

Whole School Wellbeing Programs

Action Taken:

 o In consultation with staff-whole school focus on weeks/days/terms: resiliency, anti bullying, protective behaviours, drug education
  • Bully Audit in term 3
  • Jump Start Program for the first 2 weeks of the year
  • Cyber bullying workshops for students, staff and parents
  • Eat well be Active
  • Active After School communities
  • Breakfast Club
  • Pastoral support
  • Life Ed Van
  • Fit To Lead
  • SRC
  • Year 6/7 Leadership Workshop facilitated by Amanda Rishworth

Outcomes/Targets achieved:

• Beginning to develop whole school agreements, understandings and approaches to programs that support student wellbeing

Implications for future planning 2012:

• Awareness raising with staff around the inter relationship between wellbeing and improved learner outcomes
• Staff to identify gaps/areas for improvement in our wellbeing practices/programs/policies through a mapping process using the Learner Wellbeing Framework
• Investigate a whole school social and emotional learning program to promote consistency of language and content
• Investigate student wellbeing measurement tools (both student survey and teacher questionnaire) to collect baseline data
Student Voice

**Action Taken:**

- **SRC:**
  
  Clear, written guidelines distributed to all Yrs 2-7 classes  
  Classes vote for 2 SRC reps  
  Staff decide on 2 Executive Leaders  
  SRC meets every fortnight at each campus  
  Agenda and minutes kept and distributed to classes for SRC reps to share at class meetings  
  SRC meetings focus on an aspect of leadership skills at each meeting  

**House Captains:**

Job and Person Specifications available to all interested Year 6/7 students  
Students prepare speeches for student body  
School meets in house teams and hears candidates and votes for one house captain per house  
House captains meet every fortnight at each campus and will focus on lunchtime (Fit To Lead) activities in term 2

**Outcomes/Targets achieved:**

- SRC, Class Meetings and House Captains established using the same processes across both campuses

**Implications for future planning 2012:**

- Continue to strengthen student voice in the school through regular and wide consultation and involvement in school decisions by students

Positive Relationships

**Action Taken:**

- Establish opportunities for campuses to come together both formally and informally  
  Assemblies in weeks 3, 6 and 9  
  SRC Executive  
  House Captains  
  Fun Days shared across both campuses as determined by both SRCs  
- One School Council  
- Staff meetings  
- Team meetings  
- Operating committees  
- Leadership presence at both campuses planned and communicated  
- Weekly bulletin  
- Communication needs to be clear, regular, feedback around effectiveness  
- Staff social events  
- Joint school closure days  
- Staff T & D  
- Individual classes across both campuses working together  
- Specialist teachers working across both campuses  
- TfEL working across both campuses
Outcomes/Targets achieved:

- Positive relationships developed and established between staff, students and parents across both campuses
- Perception appears to be that we are one school

Implications for future planning 2012:

- Continue to build and strengthen relationships between students, staff and parents to effect a seamless transition

SPECIAL EDUCATION

NEP Reviews

Action Taken:

- Timelines and NEP packages developed for teachers of all mainstream and special class NEP students including parent letter, current NEP, hints for writing NEPs, dates of parent NEP meetings and TRT release time

Outcomes/Targets achieved:

- All NEPs have been reviewed and written in collaboration with staff, students, families, service providers and outside agencies

Implications for future planning 2012:

- Continue to fine tune the NEP process so all NEPs are consistent and complete by the end of Term 2

Special Classes

Action Taken:

- Regular team meetings with specific agendas
- Input sought from Regional Manager Support Services and Disability Coordinator around best practice
- All 4 teachers expected to attend the network cluster meetings in weeks 4 and 9 of every term
- Disability Coordinator to work with the 4 teachers to develop consistency and common understandings around programming, planning and practice
- Develop policy and practice for inclusion of special class students in mainstream

Outcomes/Targets achieved:

- Professional Learning Team established with 4 teachers and timetabled release time provided for meetings
- Some teachers attended the network meetings
Implications for future planning 2012:

- In 2012 the number of special classes will be reduced from 4 to 3 configured as JP, MP and Upper Primary. We are keen to explore this model as more appropriate in meeting student learning needs and consistency with the schools within schools philosophy of our new school.

Special Education Record Keeping

Action Taken:

- Establish one data base to include key information
- Ensure SSOs are allocated to classes to support NEP students according to students’ level of support entitlement
- 1:1 planning meetings with staff of all mainstream NEP students and those with learning difficulties to identify and prioritise student needs and plan support programs
- Pre referral discussions recorded with teachers using state wide pre referral protocols
- Individual Referral Folders developed and issued to all teachers with current referral information

Outcomes/Targets achieved:

- One data base that identifies students with disabilities and learning needs, support and programs

Implications for future planning 2012:

- Continue to refine record keeping so it is accurate, efficient and organised
Diagnostic Review
Commendations/Recommendations

REPORT SUMMARY: COMMENDATIONS

- Parents and School Council, staff and students expressed positive satisfaction with the leadership demonstrated by the principal and leadership team. All stakeholders defined the drive for high expectations by the leadership team in teaching, learning, positive relationships and behaviour as outstanding leadership qualities.

- The review team commends the leadership team for fostering a sense of community between the two merging communities and the emphasis placed on positive relationships and behaviour.

- Parents and School Council, staff and students expressed deep satisfaction with the positive changes in school culture. Leadership reported the embedding of school values as key drivers for developing positive behaviours. The review team commends both the annual anti bullying audits and the positive turn around in student behaviour substantiated by the audits. The review team commends the inclusive practices in place which make students with disabilities and their parents feel welcome. The review team commends the leadership team for their deliberate nurturing of an inclusive school culture through the constant development of staff capacity to include students with disabilities into their classes, collaborate with other professionals e.g. speech pathologists, and to work in partnerships with parents to minimise the impact of individual syndromes on their child’s learning.

- The review team noted that almost all classrooms had displays of student work (academic and artistic) attractively mounted. Similarly the review team noted resources for learning present in almost all classrooms. The review team commends the active and purposeful manner in which the school has created safe conditions for rigorous learning (Domain 2 TIEL 2011).

- The review team observed students engage with learning tasks with a sense of enjoyment. A strong sense that every child can learn and that the staff work with this goal in mind permeated all conversations with review team members and the follow a student process. The review team commends the school for “…breaking the link between social position and
learning outcomes” (Teese 2006:8). through its inclusive school culture that accepts that every child can learn and that it is everyone’s business to ensure that it occurs.

- Both campuses in their previous iterations had established positive relationships with community organisations. The deliberate planning to ensure that these relationships are maintained has been a feature of the merger.

- Staff are encouraged to work across the campuses and with different classes whenever appropriate. Students have benefited from this policy as it has given them access to wider curriculum choices and classroom support. The school gave a commitment to the community that the creation of a critical size student group which will support a wide range of student extra curricula programs would be one outcome of the merger. The review team commends the school for its progress in keeping this promise.

- All staff referred to the opportunity for the larger staff to collaborate and learn from each other through the planned professional learning gained through the coaching programs as the staff progressively plan, teach, assess and report as teams. The relevant special education teachers are commended for initiating the special education network in the region. The review team commends this team for assisting in the development of explicit and effective teaching and learning strategies for students with disabilities in mainstream classes at Morphett Vale Primary School.

SUMMARY OF RECOMMENDATIONS

Recommendation 1: FOCUS ON LEARNING

That the Leadership team and staff at Morphett Vale Primary School work together to:

a. construct, implement and monitor agreed explicit daily reading instruction so that all students master the skills of reading appropriate to their stage of literacy development.

b. develop a shared understanding and practices about phonics, spelling and grammar in a balanced literacy program and determine how a structured program such as DIPL can be accommodated.

c. develop understanding about the impact of a student’s disability on their learning and ensure that explicit literacy teaching addresses the specific learning requirement for each student.


2 Presentation to SSI Diagnostic Review Team Self Study Slide 25 15th March 2011.
Recommendation 2: ATTEND TO CULTURE

That the Leadership team and staff at Morphett Vale Primary School work together to:

a. build a culture of critical collaboration which strengthens individual performance of staff and favourably affects the quality of student learning

b. develop agreed decision making processes to ensure that all opinions are canvassed and are given sufficient time and opportunity to be heard.

Recommendation 3: SET DIRECTIONS

That the Leadership team and staff at Morphett Vale Primary School work together to:

a. formulate an improvement plan using processes that engage all stakeholders to achieve challenging outcomes for all learners.

Recommendation 4: SHARE LEADERSHIP

That the Leadership team at Morphett Vale Primary School work together to

a. maximise regular leadership meetings to foster a leadership team culture that ensures consistency across the school and enables strategic planning for the implementation of the review recommendations.
Student Achievement

NAPLAN

Student Proficiency Bands

Figure 1: Year 3 Proficiency Bands by Aspect

Table 1: Year 3 Proficiency Bands by Aspect

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exempt</td>
</tr>
<tr>
<td>Numeracy</td>
<td>13.0</td>
</tr>
<tr>
<td>Reading</td>
<td>12.5</td>
</tr>
<tr>
<td>Writing</td>
<td>12.5</td>
</tr>
<tr>
<td>Spelling</td>
<td>12.5</td>
</tr>
<tr>
<td>Grammar</td>
<td>12.5</td>
</tr>
</tbody>
</table>

Figure 2: Year 5 Proficiency Bands by Aspect

Table 2: Year 5 Proficiency Bands by Aspect
### Table 3: Year 7 Proficiency Bands by Aspect

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Year 7</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exempt</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Numeracy</td>
<td>13.8</td>
<td>10.3</td>
<td>20.7</td>
<td>13.8</td>
<td>13.8</td>
<td>13.8</td>
<td>13.8</td>
</tr>
<tr>
<td>Reading</td>
<td>13.3</td>
<td>10.0</td>
<td>20.0</td>
<td>23.3</td>
<td>16.7</td>
<td>10.0</td>
<td>6.7</td>
</tr>
<tr>
<td>Writing</td>
<td>12.9</td>
<td>16.1</td>
<td>25.8</td>
<td>12.9</td>
<td>25.8</td>
<td>6.5</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>12.9</td>
<td>6.5</td>
<td>25.8</td>
<td>9.7</td>
<td>32.3</td>
<td>12.9</td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td>12.9</td>
<td>12.9</td>
<td>19.4</td>
<td>22.6</td>
<td>22.6</td>
<td>6.5</td>
<td>3.2</td>
</tr>
</tbody>
</table>

### Figure 4: Year 3 Mean Scores
Table 4: Year 3 Mean Scores

<table>
<thead>
<tr>
<th>Mean Scores by Test Aspect</th>
<th>Year 3 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>386.0</td>
</tr>
<tr>
<td>Reading</td>
<td>396.0</td>
</tr>
<tr>
<td>Writing</td>
<td>353.4</td>
</tr>
<tr>
<td>Spelling</td>
<td>378.9</td>
</tr>
<tr>
<td>Grammar</td>
<td>398.1</td>
</tr>
</tbody>
</table>

Article I. Year 3

Literacy

The following data shows the percentage of students (excluding District Special Class students at this year level) in our school who are at or above the National minimum standard.

There were 0 Aboriginal Students in Year 3 in 2011.

Spelling: 89.5% (2 students under National min. standard)

Grammar and Punctuation: 100%

Writing: 95% (1 student under National min. standard)

Reading: 89.5% (2 students under National min. standard)

Article II. Year 3

Numeracy

The following data shows the percentage of students (Excluding District Special Class - students with Disabilities) in our school who are at or above the National minimum standard.

There were 0 Aboriginal students in Yr 3 in 2011.

Numeracy: 95% (1 student under the National min. standard)
Literacy

The following data shows the percentage of students (excluding District Special Class – Students with disabilities) in our school who are at or above the National minimum standard.

There were 0 Aboriginal Students in Year 5 in 2011.

<table>
<thead>
<tr>
<th>Test Aspect</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling</td>
<td>95% (1 student under National min. standard)</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>89% (2 students under National min. standard)</td>
</tr>
<tr>
<td>Writing</td>
<td>79% (4 students under National min. standard)</td>
</tr>
<tr>
<td>Reading</td>
<td>79% (4 students under National min. standard)</td>
</tr>
</tbody>
</table>

Numeracy

The following data shows the percentage of students in our school (Excluding the one student enrolled in the District Special Class) who have achieved above the National minimum standard.
There were 0 Aboriginal Students in Year 5 in 2011.

Numeracy: 80% (2 students under National min. standard + 1 student absent)

Figure 6: Year 7 Mean Scores

Table 6: Year 7 Mean Scores

<table>
<thead>
<tr>
<th>Mean Scores by Test Aspect</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2011</td>
</tr>
<tr>
<td>Numeracy</td>
<td>527.4</td>
</tr>
<tr>
<td>Reading</td>
<td>516.7</td>
</tr>
<tr>
<td>Writing</td>
<td>492.4</td>
</tr>
<tr>
<td>Spelling</td>
<td>513.8</td>
</tr>
<tr>
<td>Grammar</td>
<td>502.5</td>
</tr>
</tbody>
</table>

Article V. Year 7

Literacy

The following data shows the percentage of students in our school (excluding District Special Class – Students with disabilities) who are at or above the National minimum standard.

There were 2 Aboriginal Students in Year 7 in 2011 and 1 was exempted as a student in the District Special Class.

Spelling 91% (2 students under National min. standard + 1 student absent)
Grammar and Punctuation 95.5% (1 students under National min. standard + 1 student absent)
Writing 90.5% (2 students under National min. standard + 1 student absent)
Reading 95% (1 student under National Min. standard + 2 students absent)
Article VI.  Year 7

Numeracy

The following data shows the percentage of students in our school (Excluding District Special Class students – students with disabilities) who have achieved above the National minimum standard. 

There were 2 Aboriginal Students in Year 7 in 2011 and 1 was exempted as a student in the District Special Class. Numeracy: 95%  (1 students were below the National minimum standard +1 student absent)

Growth: Year 3-5

Growth by Test Aspect

<table>
<thead>
<tr>
<th>Growth by Test Aspect</th>
<th>Year 3-5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Progress Group</td>
</tr>
<tr>
<td>Numeracy</td>
<td>Lower 25%</td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
</tr>
<tr>
<td>Reading</td>
<td>Lower 25%</td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
</tr>
</tbody>
</table>

Student progression rates are considerably higher in the lower sectors than that of the average progress group. Both reading and numeracy requires attention in 2012, particularly to decrease the Numeracy and Reading percentages in the lower progression rates.
Growth: Year 5-7

Figure 8: Year 5-7 Growth

NAPLAN School Growth: Year 5-7

![Bar chart showing growth in Numeracy and Reading for Year 5-7.]

Table 8: Year 5-7 Growth

<table>
<thead>
<tr>
<th>Growth by Test Aspect</th>
<th>Year 5-7</th>
<th>Site</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Progress Group</td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>Lower 25%</td>
<td>18.2</td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
<td>40.9</td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
<td>40.9</td>
</tr>
<tr>
<td>Reading</td>
<td>Lower 25%</td>
<td>27.3</td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
<td>45.5</td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
<td>27.3</td>
</tr>
</tbody>
</table>

Year 5 – 7 growth in the Upper progression is pleasing with above average results for both Numeracy and Reading. Continued focus required to further build student progression from the Middle progression towards the Upper.
### Student Data

#### Attendance

**Figure 9: Attendance by Year Level**

![National Attendance Rates Semester 1](image)

<table>
<thead>
<tr>
<th>YEAR LEVELS</th>
<th>SCHOOL</th>
<th>REGION</th>
<th>DECS</th>
<th>INDEX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>91.1</td>
<td>92.3</td>
<td>91.3</td>
<td>90.8</td>
</tr>
<tr>
<td>Year 1</td>
<td>92.7</td>
<td>92.5</td>
<td>91.8</td>
<td>91.7</td>
</tr>
<tr>
<td>Year 2</td>
<td>90.7</td>
<td>92.9</td>
<td>92.1</td>
<td>91.8</td>
</tr>
<tr>
<td>Year 3</td>
<td>90.0</td>
<td>92.8</td>
<td>92.3</td>
<td>91.6</td>
</tr>
<tr>
<td>Year 4</td>
<td>94.2</td>
<td>92.5</td>
<td>92.2</td>
<td>91.6</td>
</tr>
<tr>
<td>Year 5</td>
<td>94.2</td>
<td>93.0</td>
<td>92.2</td>
<td>91.3</td>
</tr>
<tr>
<td>Year 6</td>
<td>92.0</td>
<td>92.8</td>
<td>92.0</td>
<td>91.9</td>
</tr>
<tr>
<td>Year 7</td>
<td>91.5</td>
<td>92.2</td>
<td>91.6</td>
<td>91.2</td>
</tr>
<tr>
<td>Total all Year levels</td>
<td>91.7</td>
<td>91.0</td>
<td>89.9</td>
<td>89.0</td>
</tr>
</tbody>
</table>

School attendance rates are positive and above those of the Region, DECD and School Index.

School processes closely monitor attendance and student absent issues and we implement a range of strategies to support students and families.
## Destination

**Table 10: Intended Destination**

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>2010</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Region</td>
<td>Index</td>
<td>DECS</td>
</tr>
<tr>
<td>Employment</td>
<td>5.3%</td>
<td>5.9%</td>
<td>4.9%</td>
<td></td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>2</td>
<td>4.5%</td>
<td>9.0%</td>
<td>6.8%</td>
</tr>
<tr>
<td>Other</td>
<td>1.0%</td>
<td>1.8%</td>
<td>2.5%</td>
<td></td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>3.9%</td>
<td>4.9%</td>
<td>3.8%</td>
<td></td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td>6.0%</td>
<td>4.0%</td>
<td>5.1%</td>
<td></td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td>3</td>
<td>6.8%</td>
<td>10.7%</td>
<td>7.5%</td>
</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td>39</td>
<td>88.6%</td>
<td>44.3%</td>
<td>43.0%</td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td>19.8%</td>
<td>26.1%</td>
<td>17.1%</td>
</tr>
</tbody>
</table>
Comparison of Aggregated School Opinion to Region and State Values (top 25%, middle 50%, lower 25%)

REGION COMPARISON

Parent Opinion

Staff Opinion

Student Opinion

Legend

Average
75th percentile
Your School
25th percentile

Scores have been calibrated across all surveys to give an average of 10 and standard deviation of 1. This means comparisons can be made between parent, staff and student surveys and typically 68% of the responses are between 8 and 12 in any survey. The black diamond represents current score, and the white dot your previous result (if your site participated last year). A graph is not printed if there were fewer than five responses.
Parent responses (number of surveys returned) was poor. From responses received, the areas of ‘Relationships’ and ‘Support’ in particular were strongly supported.

Examples included the following comments:
- My child is happy at this school this year
- Students know how they are expected to behave at school
- This school encourages students to have a sense of pride in their achievement
- Students from all backgrounds and cultures are treated fairly at this school
- I am comfortable approaching my child’s teachers to talk about his/her progress

Staff responses were very positive with the areas of ‘Quality’ and ‘Support’ in particular highlighted as areas of strength - registering at the 25th percentile.

Examples included the following comments:
- Learning programs at this school are responsive to student needs
- Teachers at this school use a variety of teaching and learning strategies to help students
- Teachers at this school care about how their students are going
- Teachers here have high expectations for all students
- This school provides good management of students’ injuries and illnesses
- Our school involves the staff in developing the school’s vision

All four areas of the student surveys (‘Quality’, ‘Support’, ‘Relationships’ and ‘Leadership’) were strongly supported - registering at the 25th percentile.

Examples included the following comments:
- Teachers make learning interesting
- I like the kinds of things that I am learning at school this year
- My teachers give me extra help when I need it
- Students at this school are well behaved
- I really like to go to school each day
- My teachers regularly discuss my progress with me
- There are a number of different ways that I can be involved in making decisions about the school

*Due to the first year of operation for the newly merged school, no previous historical data is available for comparison.*
2011 Smarter Schools National Partnership Plan for Morphett Vale Primary school

Purpose
The Australian Government Smarter Schools National Partnerships are designed to build the capacity of South Australian schools and contribute to the achievement of the following National Education Agreement Outcomes:

1. All children are engaged in and benefiting from schooling;
2. Young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving;
3. Schooling promotes social inclusion and reduces educational disadvantage of children, especially indigenous children;
4. Australian students excel by international standards; and
5. Young people make a successful transition from school to work and further study.

To support the achievement of these outcomes, Morphett Vale Primary School is participating in the following Smarter Schools National Partnerships Strategies in 2011:

<table>
<thead>
<tr>
<th>Key Strategies</th>
<th>Resourcing</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Innovative Community Action Network (ICAN) takes a student-centred, strength-based approach to address complex life issues that impact upon successful engagement with learning. Participating in ICAN means that our young people will have access to individual case management services and customised, flexible and accredited learning programs to support their successful re-engagement with learning and transition to further education, training and employment pathways.</td>
<td>ICAN schools can offer a Flexible Learning Option (FLO) enrolment that can be used to provide an individual case manager and a customised flexible learning program, delivered in the school and/or in the wider community. In addition to a FLO enrolment, our school can apply to access grant funding from the 10cailICAN area. In 2010-11, $340,000 was allocated to service the Outer South ICAN area to develop community partnership programs and provide individual student case management support.</td>
</tr>
<tr>
<td>The Principal as Literacy Leaders (PALL) program is a long term professional development program that is supporting our principal to lead an effective and accountable whole school literacy reform and improvement program. The program will assist us to identify and implement evidence-based literacy interventions and strategies, leading to accelerated and sustained improvements for students.</td>
<td>The Regional Leadership Consultant provides our school with a professional development program and follow up support. PALL extends our existing school resourcing in literacy improvement and professional development.</td>
</tr>
<tr>
<td>The Teaching for Effective Learning (TfEL) National Partnerships project supports the best of teaching and learning in these particular schools. A specialist teacher works alongside teachers, one on one, supporting them to strengthen existing quality teaching practices and conduct research into teaching practices. Improvement in teaching practices makes a difference to student engagement and achievement. This program also supports principals develop their educational leadership to lead the improvement of quality teaching and learning at their site.</td>
<td>The TfEL National Partnership project provides up to $133,932 in direct school support. Our school is also contributing teacher release time to work with specialist teachers and dedicating professional learning on pedagogy to enhance teacher practice.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>During the first half of 2011, the Literacy and Numeracy National Partnership has continued to support our school with the recruitment of a partnership coach for the equivalent of one term full time to; assist teachers to better use and analyse a range of diagnostic and achievement data; improve planning of teaching and learning activities for all students; implement agreed evidence-based practices and targeted intervention strategies; make a strong contribution to whole school planning and the monitoring of student learning.</td>
<td>The coaching salary equivalent to $27,349 was supplemented by direct grants of $4,579 during the first six months of the year to support ongoing professional development of teachers. Co-investment by DECS and the school occurs through the Early Years Grant, additional teacher release, purchase of resources and time provided by school leadership to support the work of the coach.</td>
</tr>
<tr>
<td>The Diagnostic School Review Program identifies opportunities for further improvements and acknowledges successful practice in literacy teaching and learning for school leadership and staff. The review examines evidence of practice in relation to literacy.</td>
<td>The Diagnostic Review Team leads a review process and provides a detailed report to our school. The Diagnostic Review Team provides some assistance to our school to conduct the review, with follow up support provided by the Regional Leadership Consultant. The Diagnostic Review Team also facilitates sharing of successful practice across the region. Our school provides release time for staff to work with the Diagnostic Review Team as well as dedicating professional learning time to implement any recommendations in the report.</td>
</tr>
</tbody>
</table>
Staff

Teacher Qualifications

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Degrees or Diplomas</td>
<td>35</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>8</td>
</tr>
</tbody>
</table>

Please note: Staff that 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

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0.0</td>
<td>20.0</td>
</tr>
<tr>
<td>Persons</td>
<td>0.0</td>
<td>23.0</td>
</tr>
</tbody>
</table>

Financial Statement

Income by Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>86,373</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>3,567</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>87,753</td>
</tr>
<tr>
<td>4 Other</td>
<td>437,386</td>
</tr>
</tbody>
</table>