

Mid North Education Centre 2016 Annual Report to the School Community



Government
of South Australia
Department for Education
and Child Development

Mid North Education Centre Number: 214

Partnership: Pirie

Name of School Principal:

Anna McNeil

Name of Governing Council Chair:

Cindy Fuller

Date of Endorsement:

09/03/2017

School Context and Highlights

Context:

Mid North Education is a R-12 rural special school in the Mid North. In 2016 there were 33 student with full classes between primary and secondary. The school has a Category Index of 2 and 87.8% families with school card and 18% of student population as indigenous. In 2016 the site was in its middle year in a Site Improvement Plan. The school is an active member within the Pirie Partnership.

Highlights of 2016 were:

- Site WHS audit conducted 95% overall percentage achievement.
- Improved opportunities for students with sports and fitness with the introduction of weekly gym sessions. There was a high degree of interaction at the joint Basketball Carnival in Port Pirie with more student friendships developing and rewarding community involvement. There was also shared engagement in the bi-annual Sports Day at MNEC. The Swimming Carnival at Clare provided students more fitness and social opportunities. These collaborative initiatives have provided valuable opportunities for the students.
- The completion of the Sensory Garden with the support of the Rotary Club and the building of a 'quarry' has provided greater opportunities the students with outdoor play facilities.
- Increased impact of 'student voice and choice' in new big bikes for student fitness. The successful process and election of six student leaders by the students with their participation in the Partnership Youth Summit and Muso-Magic. The student leadership programme is supported through the Kids Matter team. Weekly whole school sessions continue to build on student's leaning about qualities including Play is the Way approaches. Through a student survey the student language has been used in a large qualities 'Wordle' sign featured in the front foyer.
- Increased student confidence and cooperation with fitness and excursions out in the community.
- Student graduation event with students completing their modified SACE.
- Student participation in a range of the theatre and arts presentations with interaction and development of audience skills.
- Growth from the challenges in needing to respond to student need with the SHINE programme. One outcome is that the SHINE programme to be implemented across all classes in 2017.
- Governing Council contributions, with representations at various events.

Governing Council Report

Major decisions and achievements.

The Governing Council meets on an ongoing basis and continues to consist of 8 members. A new Chairperson was elected in 2016. Welcome Cindy and many thanks to Alicia for the time she as chairperson. The 2015, Annual Report and Finance Budget for 2016 was presented and accepted. The NDIS has affected parents this year and is "going slowly." New school signage is in place in the front foyer and looks great. Pupil Free Days were approved for 2016 being Term 2, 13th May for Numeracy & Problem Solving and Indigenous Learning. In Term 3, 12th August was Literary & SMART training and in Term 4, 31st October was Kids Matters. The Christian Pastoral Worker position is currently being advertised, as Lettie is retiring at the end of 2016. A big loss. Student leaders have been doing an excellent job within the school. Governing council members were invited to meet the new leaders on 23 June for a morning tea. On site new carpet tiles, air-conditioning and blinds have been installed. The work on the electronic doors is still ongoing. The Gazebo in the yard has been finished and used constantly by the students. A brochure detailing the range of support services in Port Pirie was collated and sent out to all parents. Governing Council members were invited to the opening of the rotary Sensory Garden. The senior students participated in the Basketball Carnival and enjoyed themselves greatly. A number of Governing Council members also attended. The Bullying Data was reviewed and showed a significant drop from earlier years. The Governing Council finished the year with a Celebration Lunch.

Improvement Planning and Outcomes

Key actions and progress made to priorities in the Site Improvement Plan.

With the "Telling Our Stories" theme each student had a or several literacy goals. Achievement has been tracked individually, by class and whole school. The target was 80% with an achievement of overall 75.75% overall. The recommended target for 2017 is 80% with the site introduction to the One Plan format for setting of goals with reference to most recent data. It is also recommended that assessment and moderation of goals occur with all teachers and goals are shared more effectively with all staff and students.

Site based data using the TROLL tool indicated the greatest increase with students writing their first name and a 21% increase in students understanding the story line. There was a 19% increase in students attending to stories indicating comprehension. The challenges have been with increasing student vocabulary, starting a conversation and asking questions but some increase has been noted (3-6%). Through review we have decided to continue with a reading focus and use of Proloquo2go and PECS approaches, to look further into the Yakker Trakker initiative to monitor starting of conversations and asking questions. In vocabulary we will target the vocabulary of learning and increase the use of key word signing.

Student Class projects were used to encourage student decisions and the budgets were spent on a range of outside play equipment. The student leaders program was introduced for the first time with students voting on 6 student leaders who have been involved in a Youth Summit, promotion of school qualities, greater responsibility in the yard and public speaking. Student leaders have developed greater confidence to communicate. Use of the Engagement Matrix has indicated most student growth in 'emotional condition, physical condition and locus of control'. There are challenges in 'goal setting, organization and responding to questions'.

With the "This Place our Space" theme there has been student numeracy & problem solving goal with an overall achievement 57.75% whilst many students were very successful there were a cohort within the secondary school that were not as successful. In 2017 we will continue to target professional development in numeracy and the tracking of goal achievement with reference to both Early Years & Numeracy Capabilities. As with the literacy goal we will use the One Plan format. There have been significant gains in the engagement of students in outdoor learning and the beginning of data interpretation. TROLL data indicated an increase of 19% in students 'often showing curiosity'. We are working with the Pirie Partnership focus on improving numeracy achievement.

The site based Literacy and Numeracy Tool has started tracking student growth on an individual basis, providing comparative data since 2015. A whole school commitment for literacy and numeracy has been constructed and agreed on.

With the student wellbeing and qualities goal overall there was a 69.69% achievement. The Kids Matter and qualities for learning programme has been instrumental in wellbeing growth. The down ward trend indicated by student behaviour data is commented on later. Emotional regulation continues to be a challenge for our students and we have responded by using combined class and whole class sessions with fitness, yoga, sexual health programs and introducing interoception programs. Risk assessment plans have been used to support particular students.

The site has committed to the Collaborative Impact Program beginning in 2017, and will use this to further develop more effective pedagogies for student learning.

School Performance Comment

In 2016 the students were exempted from NAPLAN testing.

SACE:

In 2016, nine students were involved in Modified SACE programs. Two year 10 students began their Personal Learning Plan. One year 12 student exited part way through the year but four other year 12 students graduated and completed their modified SACE plan.

Other Student Data:

In 2015 14 students trialled the PAT-R testing, at the entry level. This was then continued in 2016 with eight students participating.

This was supported by scribing to the students as required. The data and growth has assisted staff to identify areas for vocabulary and comprehension tasks with students and has been seen as valuable.

In 2016 PAT-M was introduced for thirteen students.

Seven of our Middle Years students participated in the Survey of Wellbeing and Student Engagement in 2016 for the first time, with support from staff. Although it was as a trial the site has decided to continue with the use of this survey as it has provided valuable feedback, confirming needs and strengths. The site data indicated that 'emotional regulation' was a challenge for our students but that our site was significantly higher than the South Australian average in 'connectedness with adults at school', 'emotional engagement with the teacher' and 'peer belonging'. The survey revealed our site had lower than the state score in all areas of victimization at school except in 'physical intimidation' with 57% as compared to state 32%.

Attendance

Year level	2014	2015	2016
Primary Other	89.2%	85.0%	88.7%
Secondary Other	34.8%	92.5%	88.4%
Total	86.4%	85.8%	87.1%

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

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

Attendance Comment

Overall there has been an improvement from 2014-2016. Both primary and secondary attendance balanced in the 88% range but both groups are below state target. Individual attendance goals are set annually and monitored for all students to improve within the context of the impact of student health & disability issues. Progress with these targets are reported on in the first and second semester reports. Individual cases for both chronic and habitual non-attenders are reviewed. Unexplained absences are followed up consistently by staff. Some referrals occur as required.

Behaviour Management Comment

Analysis of bullying incident data indicated 3 incidences during 2016. Violence towards staff decreased by 50% and violence between students by 58% from 2015-2016. We are consistently using a range of interventions to influence this downward trend with both individual interventions, whole school approaches and risk plans. There continues to be a strong focus on effective communication and emotional regulation with students. Of greatest impact in 2016 the staff identified the effectiveness of strategic interventions with particular students, whole school qualities programme and students being more engaged in the yard with a greater range of outdoor options. Governing Council noted the decrease.

Client Opinion Summary

Parents surveys were spread over several terms to enable more comments and discussion in Governing Council. These are average scores with a range of -2.0 to +2.0. The greatest strengths were "I can talk to my child's teachers" with a score of +1.5 in 2015 to +1.8 in 2016 and "The school looks for ways to improve" with a score increase from +1.6 to +1.8. Signs of improvement were with "Student behaviour is well managed" with an increase from +1.6 to +1.8. Improvement was flagged for "providing my child with useful feedback" with a score of +1.4. More 'magic moment' cards were discussed. The lowest score was +1.0 with the "taking parent's opinions seriously". Governing Council discussed this with requiring more information to act upon. An area for further review was "My child feels safe at school" with a score of +1.4. This is also a question in the student survey.

Staff surveys were also spread over several terms to enable more discussion. Again these are average scores with a range of -2.0 to +2.0. Strengths were "students like being at this school" with a score of +1.7, "the school looks for ways to improve" and the "school is well maintained" both with a score of +1.6. The site can improve in "this school takes staff opinion seriously" which was the lowest scoring +0.9. There were several challenges in 2016 and staff have been engaged in grievance procedure discussions and scenarios to encourage better resolutions for all. It is recommended that a simpler scoring be used in 2017 of 1-5.

We used our own site student surveys, and this is the third year of using the same format with four questions and a line bar graph with visuals to be able to engage as many students as possible. In 2016 70% of the students were able to complete the survey as compared to 90% in 2015. Strengths were in "are you learning good things at school" with 91% of students very happy compared to 90% of students 80% in 2015, also with "do you feel safe at school" 95% very happy with 63% very happy in 2015 and last 95 % of student very happy with with 95% in 2016 compared to 76.5% in 2015. There has been an improvement journey with student voice in "can you make decisions about things affecting your class and school?" This was the lowest scoring in from 2014 but has been steadily increasing from a score of 0.8 in 2014 to just over 1.0 in 2016. Responses have been tracked individually to encourage students to add depth. To continue with student voice in school decision making.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	1	25.0%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	2	50.0%
Unknown	1	25.0%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

All staff, volunteers, work experience students, cleaners, outside agencies that have regular contact with the students and Governing Council members are informed of the Criminal History Screening requirements, appropriate applications made and ensured they are received. A copy is kept on file in the front office and a chart is maintained with current staff and expiry dates. Information is accessed from the website to ensure that the site is kept up to date with information and using appropriate forms and processes. Records are kept up to date. The school was successfully audited in 2015.

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	16
Post Graduate Qualifications	4

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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	0.0	6.4	0.0	10.4
Persons	0	7	0	14

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	\$1,482,497
Grants: Commonwealth	\$16,181
Parent Contributions	\$16,849
Fund Raising	\$0
Other	\$7154

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

2016 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 2016 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	Primary School Counsellor allocation of \$6257 allocated within staffing funding for Kids Matter team release, working with qualities & wellbeing education with whole school sessions. The site contributed extra funding.	Progressive impact on student wellbeing and resilience and this is to continue.
	Improved Outcomes for Students with an Additional Language or Dialect	N/A	
	Improved Outcomes for Students with Disabilities	One student with Challenging Behaviour Level 2 with additional SSO support for NEP/ goals. Disability Supplementary funding for 3 students at different stages through the year used as SSO support as identified.	Ongoing student learning and risk management. Goals achieved with the 3 students
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Rural & Isolated allocated to additional SSO funding for all classes. Aboriginal students ACEO unable to fill the position so grant rolled over to top up in 2017. Numeracy & Literacy grants prioritized early intervention speech support in the reception class with SSO level 2.	Provided extra support for student & community engagement. Specific successful programmes for speech development, ongoing.
	Australian Curriculum	Australian Curriculum support allocated to teacher team release working with collaborative curriculum development.	
Program Funding for all Students	Aboriginal Languages Programs Initiatives	N/A	
	Better Schools Funding	Allocated to additional SSO support for disadvantaged students within each classes to support NEP goals. Equivalent to 3 SSO hours per week.	in 2016 the target was for a goal to support in 2017 to target one student
Other Discretionary Funding	Specialist School Reporting (as required)	N/A	
	Improved Outcomes for Gifted Students	N/A	
	Primary School Counsellor (if applicable)		