

2021 Annual Report

Minlaton District School

Overview

Site context and highlights

Minlaton District School is a Category 5, Reception – 12 school on the Yorke Peninsula, serving a largely agricultural and service community. Minlaton District School is held in high regard for our ability to meet the diverse needs of our student population and we enjoy support in this through our strong partnerships with the community, local business and our parents. In 2021 we had an unusually small cohort of 11 Yr 12 students; this has been a smaller than normal group at all year levels.

We work closely with other sites within the Southern Yorke Partnership to provide strong transition and continuity of learning for students who come to us at various points in their learning journey. Staff collaboration within the partnership allows us to share exemplary practice to support our students.

Professional development of all staff continues to be a focus as we develop our pedagogical and site practices to best support all students to achieve learning growth.

An External Site Review completed in September 2021 provided us with positive future directions and its summary statement encapsulates our school culture:

Minlaton District School is a responsive learning community with a high degree of professionalism. A shared sense of ownership towards ensuring every young person is supported in their learning is highly evident. The school is to be commended on the sound processes they have established to ensure the school is on a continuous cycle of improvement, underpinned with effective conditions for learning. Educators are committed to using a range of high impact strategies and evidence-based programs to maximise engagement, wellbeing, and achievement. The school vision of 'By Deeds Not Words' was evident in the actions of staff and students.

Investment in the Read Write Inc program and Reading Comprehension intervention has resulted in significant gains across a number of data sets for our students. In particular the Phonics Awareness Check in 2021 saw a 39% increase in the number of children who attained benchmark or higher with 82% of the cohort achieving benchmark.

We continue to pursue a program of facilities improvement and realized a long held ambition to have our gymnasium both re-roofed, and lined and air-conditioned to provide not only a fit for purpose indoor sporting environment, but with considerable investment in audio visual equipment, a performance and assembly space for whole school gatherings. A successful primary production in November and our annual Presentation Night were both held in the venue to end the year to positive acclaim.

Governing council report

The Governing Council reflect on another year in which Covid restricted and changed the way in which our school operated.

We saw continued improvement in reading and comprehension across the primary and middle years with positive Naplan results, particularly in year 9, reflecting the Site Improvement work that our teachers and support staff have been doing.



Members of the Governing Council participated in the external site review in September, providing a parent perspective to the review team. The resultant report reflected well on the work of our school in creating a culture which supports all learners and we were pleased with the directions provided for our school.

Despite Covid restrictions students have engaged in a range of extra-curricular activities to enrich the academic curriculum and enhance school spirit. Our first foray into the newly refurbished gym occurred early in Term 2 when we held a whole school Jump Rope event. This was a wonderful example of the way in which an R – 12 school benefits from multi-year groups, with much collaboration between students of all ages as the event was run as a competition toward our House shield. In the final week of the year, a Colour Fun Run was held for our students in the Primary and Middle Years which was thoroughly enjoyed by all who participated.

Minlaton District School remains a positive and well run school with high expectations for its students. It is financially well managed and the Governing Council continue to support investment in facilities which provide quality learning spaces for our students and invite positive collaboration with the community.

Improvement planning - review and evaluate

Goal 1:

14 Year 2s have finished RWI – of the 7 students who have not, 5 are in the final level of the program and the other 2 are in the penultimate level. If we look at the current Year 1 and Reception students we are seeing that they are making quicker progress through the levels, by at least one level per year. This augurs well for the future and is a reflection of the embedding of the RWI pedagogy across the early years and greater confidence and fidelity of practice among the staff who deliver the program. This was also borne out by significant improvement in the Year 1 Phonological Awareness Screen with 82% of the cohort exceeding benchmark which has a direct correlation to the efficacy of the RWI program.

Of the 21 students Year 2 students who are the target group for goal 1, 14 have reached the SEA in Running Records and 6 have not yet reached Instructional level 21.

Goal 2:

Within the Yr 8 cohort of 20 students, only two have not met age equivalence in reading comprehension as measured by Probe. Data shows significant gain demonstrated by students whose decoding age was critically low or between 6 – 12 months below chronological age over the twelve month period, with four students who were in the below average (-6 – 12 months) reaching age appropriate level at the October testing. Significantly 10 of the 20 students have results which take them beyond the Probe testing regime, reading and comprehending at 16 years plus. Our challenge for these students is to ensure that they achieve in the high bands in the 2022 Naplan reading test, remembering that this cohort did not sit Naplan tests as Year 7 students.

A – E grades across the cohort correlate with the Probe data for most students; some students with individual learning plans did not receive A – E grades in some learning areas.

In the Semester 2 reporting period, the following grades were achieved for the Year 8 cohort: 39 A (21%), 58 B (31%), 75 C (39%), 5 D (3%), 1E (0.5%) across all subjects.

Our commitment to reading and reading comprehension will continue in future Site Improvement Plans, as we consolidate our practice and embed successful strategies across all curriculum areas. Use of the literacy progressions to track individual students and professional learning around reciprocal teaching will be our focus moving forward, and will complement the regular inclusion of dialogic learning and vocabulary enrichment in all learning areas.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Tracking and monitoring growth and achievement was the element of focus in 2021. Our comprehensive system of tracking and monitoring a range of data sets allowed us to have conversations with individual students about their

learning and assist them to determine specific goals in literacy and numeracy and develop strategies to support improvement. The AET and ACEO provided oversight to support students articulate their achievement goals and engage families in this process and individual teachers supported students with the strategies required to achieve success. Data is updated regularly and accessible to all staff and forms the basis of learning conversations with both students and their parents.

We have seen growth in both literacy and numeracy in almost all of our Aboriginal learners, but what has been most exciting has been the students' own agency in their learning. They can articulate their own learning goals, how to achieve them, and demonstrate a real sense of pride when learning growth occurs. Both students and staff share in the celebration of improvements being made.

In the Middle School our reading comprehension program has seen our indigenous readers experience massive growth. Of the six Aboriginal students in the MS, eight years reading growth was gained between them in a six month period. Four of the students are still below their chronological age in decoding and comprehension, but we aim to bridge this gap in 2022.

In the Primary years, again significant growth has been made by all but one of our learners. At one year level, three students have gained 23 levels between them in Running Records from April to November. For those students engaged in the Read Write Inc program, students are making progress on par with their non-indigenous peers.

South Australian Certificate of Education (SACE)

2021 SACE Stage 2 grades

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

2021
90.2

SACE Stage 2 grade distribution

Grade	2021
A+	0
A	8.2
A-	22.4
B+	22.4
B	10.2
B-	10.2
C+	0
C	10.2

Grade	2021
C-	4.1
D+	12.2
D	0
D-	0
E+	0
E	0
E-	0
N	0

SACE completion

2021
81.8

Percentage of year 12 students undertaking vocational training or trade training

2018	2019	2020	2021
45.8	46.7	72.2	20

Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification

2018	2019	2020	2021
100	100	100	81.1

Performance and attendance

School performance comment

Our SACE results for the first time in many years did not achieve 100% completion. We had a very small Stage 2 cohort of 11 students and 73% of the final grades achieved by the students were B or above. Of the 8 students who sought an ATAR, 6 received university offers and have enrolled in tertiary courses for 2022 while the remaining two commenced employment at the completion of year 12. One student left at the end of term 3 to undertake an apprenticeship and two did not submit critical final assessment tasks which impacted greatly on results. It is pleasing to note that both students have found full time employment despite not achieving the SACE.

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. In addition, the absence of 2020 NAPLAN data is problematic however we have seen an increase in the percentage of Year 9s demonstrating expected and high achievement in Numeracy from 53% as Year 3s to 86.7% as Year 9s, and in Reading from 73% as Year 3s to 86.7% as Year 9s. Maintaining students in the high bands is still an area for improvement.

Due to the absence of 2020 NAPLAN data, schools are asked to refer to other student achievement data in this section such as Running Records, A-E grades or PAT-R/PAT-M data. For schools with low number of students in Year 3, 5, 7 and/or 9, you may wish to use a comment similar to the example provided below:

Attendance comment

{Analysis and commentary including information on how you manage non-attendance}

For the majority of our students, an attendance rate in excess of 95% was the norm however attendance was an ongoing concern for a number of individuals. Family incidents initiated a number of student attendance issues and students found reconnection with school extremely problematic once they had been absent for an extended period. Three students disconnected completely during the course of the year and parents received approval for Home Education. Patterns of non-attendance for some students correlated strongly with periods of heightened Covid awareness within the local community.

Care group teachers in the first instance followed up attendance issues within their classes, with the leadership team taking a case management approach inclusive of our Wellbeing support person to follow up with families where extended absences were recorded.

Behaviour and client opinion

Behaviour support comment

In 2021 we recorded 23 instances of behaviour issues which warranted intervention beyond normal classroom management. One student accounted for 48% of these reports. Overall there were 9 external suspensions of which 7 related to excessive physical interaction between students. Take Home was used for one student on six occasions when behaviour was inappropriate. Again, the students who are most prominent in our SBM data are those with identified disorders and who have limited capacity for self-regulation.

Parent opinion summary

In 2021 59 individual responses to the parent satisfaction survey were received however we are unable to differentiate the level of schooling to which responses refer making our analysis of the information very general. Responses indicate once again that our parents in the main are satisfied with their child's education and want to be engaged in their child's learning.

In relation to communication 27% of respondents don't believe that the school communicates effectively with them. Class Dojo is the preferred communication method for parents of primary children, with its immediacy and alerts to let parents know when messages are posted. Communication via Daymap for our Middle and Senior years students does not have the same immediacy and this is something that we are working to improve. For those parents who access Daymap regularly, they like being able to access their children's learning and use the platform to connect with teachers effectively. Only 66% of respondents indicated that they like receiving information about their child's learning through parent teacher learning conversations.

In relation to future plans and pathways, not knowing the year levels of the respondents children, it is difficult to interpret these responses in a meaningful way.

Screening history

Relevant history screening

A site list of relevant history screening is reviewed on a monthly basis for bus drivers, visiting professionals and volunteers as part of the duties of the Administrative Assistant to the Principal. HRS provides a report for checking staff employed as teachers and school support officers. Copies of relevant history screening are kept on file.

Financial Statement

{Please provide funding source details (rounded to the nearest \$)}

Funding Source Amount	Amount (rounded to the nearest \$)
Grants: State	\$4,011,314
Grants: Commonwealth	\$21,650
Parent Contributions	\$102,839
Fundraising	\$4,818
Other	\$41,131

2021 school annual report: Tier 2 funding report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2021 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	This funding supports the employment of a youth worker whose role is to triage students for support and make connections for students with individuals and agencies.	Connection with students with high absenteeism and risk of disconnection.
	Improved outcomes for students with an additional language or dialect	N/A	
	Inclusive Education Support Program	IESP grant funding is used primarily to provide one to one classroom support for IESP students. Additional school funding supplements the targeted funding as this is insufficient to cover the full time support needed for a number of our students.	Many of these students have highly modified programs and are assessed at non-chronological year levels. Individual growth is noted via One Plans.
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> rural and isolated students Aboriginal students numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways IESP support	Additional staffing to implement Read Write Inc program in early years and intensive comprehension focus in Middle Years	Growth in Phonics Screening Check and Running Records in the Early Years. In the Middle Years Probe Comprehension testing demonstrates growth particularly for those with low literacy.
Program funding for all students	Australian Curriculum	Release for teachers to engage in the process of implementing Units of work and T&D for both task design and collaborative moderation.	Greater consistency across the school R – 10 in both curriculum provision and teacher judgement around assessment standards.
Other discretionary funding	Aboriginal languages programs initiatives	N/A	
	Better schools funding	Funding used to support staff provision for small group implementation of RWI and Reading comprehension support in the Middle years.	Improvement in Phonics Screening Check and Probe Comprehension growth evidence.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A