



# Modbury School Preschool to Year 7 and Modbury Child Parent Centre



Government  
of South Australia  
Department for Education

## 2019 annual report to the community

Modbury School Preschool to Year 7 Number: 272

Modbury Child Parent Centre Number: 1598

Partnership: Modbury

**Name of school principal:**

Mary Ttikirou

**Name of governing council chairperson:**

Robyn Dowley

**Date of endorsement:**

10 February 2020

## Site context and highlights

Modbury School P-7 is a community oriented school which looks to promote community engagement authentically within the school and preschool.

Our school population is growing, with enrolments at 202 R-7, including 12 students in a yr 3-7 Special Options class. We also have 30 children in our preschool, which has been at full capacity throughout all of 2019.

The Hive Preschool continues to draw much interest due to the beautiful nature play environment, strong learning focus and connectedness with the school. Parents, children and staff are included in all school activities, a focus on preschool children developing relationships with early years staff in the school has been enabled through Inquiry learning for the children with year R/1 peers.

Building parent community involvement and voice has been a strategic focus, this included:

- \*New families being welcomed through morning teas
- \*Parent groups connecting and sharing ways to be involved in the school
- \*Parents providing community pancake breakfasts
- \*Parents volunteering and being mentored to support literacy programs
- \*Men's group, sharing traditional tea and making connections

This year we worked extensively with International Education and welcomed nine international students and their families from China. The children ranged from Year 1-7, engaging in a 5-week stay providing a wonderful experience all round for our visitors, parents, staff and students. The families and children from China provided us with positive feedback:

- \*I like my teachers, they were really kind
- \*I made lots of new friends
- \*Playing on the playground
- \*Handball was great fun

Significant whole school events provided our students with an opportunity to showcase learning and achievements. Planning such events takes considerable effort, I'd like to thank and acknowledge the educators for their passion and effort in providing the following experiences in particular:

Sports day, A Night at the Movies Concert extravaganza, Open Night, Kindy in the park meet for our Preschool with Modbury Kindergarden, St John's Ambulance First Aid, Cyber safety presentations, STEM challenge experiences, Adopting a Port River dolphin campaign through recycling containers and raising money, Student stalls at North east school Community Markets at Tea Tree Gully Library, SAPSASA involvement throughout the year, National Simultaneous Story time event, EID celebrations, Hahndorf Farm Barn excursions, Book Week, Reading is My Power celebrations and parade, Science Week learning, Japanese Hiragana competition, Japanese Bento boxes, Scholastic Book fair, Premiers Reading Challenge, Book Making, cooking experiences with Multicultural parent volunteers.

As you can see, 2019 has been a wonderful year at Modbury School P-7. We continue to provide unique learning experiences are intentionally designed to create strong learning opportunities for all of our community.

Congratulations to all of our preschool children and Year 7 students who graduated at the end of 2109

Sincere thanks to our hard working parent volunteer groups, our committed Governing Council and parent community groups. The support from our dynamic and diverse parent groups in driving authentic engagement has been sensational for our community. I would like to acknowledge and thank all of our parents for your partnership in working with us to support all of our children and students in reaching their potential.

## Governing council report

### Governing Council Report 2019

Governing Council have had another busy year supporting activities taking place in and around the school including:

- Investigation and collaboration with Tea Tree Gully Council to improve traffic flow/around the school
- Marketing and school promotion including a new A-Frame signage on Golden Grove Road
- Supporting canteen, OSHC and school events including Sports Day, School Concert, Year 7 Graduation, End of Year Assembly
- Installation of new boom gate in the staff carpark to increase safety around the school.
- Policy Review and endorsement including Community Code of Conduct

I would like to thank all members of the Governing Council for their work, input and commitment to the school.

Robyn Dowley  
Chairperson  
Governing Council

### OSHC Report

In 2019, OSHC had a continued focus on promoting a quality OSHC service at Modbury School Preschool to Year 7.

#### Before and After School Care

Bookings have remained steady this year, an increase in preschool students using this service was noted.

#### OSHC Vacation Care

Bookings during Vacation Care over the 2019 summer increased due to a variety of activities offered during the break.

#### Service Changes

OSHC consistently looks at ways to improve services, changes during the 2019 school year included:

- Commenced a new communication book for families outlining weekly programs, photos and parent feedback.
- Introduction of homework sessions, followed by a snack. This has worked well with an increase in the number of children completing their homework during OSHC.

#### Highlights for Students

Feedback from our students assist us to engage them in activities during OSHC, some of the highlights this year included:

- Creative food, involving children in snack presentation
- Visit to Sushi Planet, trying Japanese Cuisine
- Going to Gorge Wildlife Park, patting a snake and koala!

Nicola Evans  
OSHC Director

## Quality improvement planning (Preschool)

Improving Numeracy and Literacy indicators have been a focus in Quality improvement Planning with the Goals for 2019:

-To improve children's learning and skills in numeracy specifically "I measure and compare my world" to ensure we have improved numeracy learning for all children.

-To Improve children's learning and skills in literacy, specifically the literacy indicator "I engage with texts and make meaning", to ensure we have improved literacy learning for all children.

Significant areas of growth have occurred through the following:

The Literacy project- Book Making supporting Learning to Read.

The new PQIP template which provided structure and consistency and the opportunity to share learning with other partnership kindergartens and preschools.

Preschool Hive meetings for all staff on alternate weeks.

A key feature of The Hive is that the preschool and Early Years staff plan together and design learning for inquiry groups that includes children aged 3-6 years of age learning together.

As a result, increased professional engagement for preschool educators and R-1 teachers promoted understand of The early Years Learning Framework and Australian Curriculum pedagogy.

Read, Write, Inc is a literacy based program that operates in the school R-7. In the preschool we have a modified approach that introduces elements to children who show interest and this provides consistency for children Preschool Hive and Early Years Hive.

Bi lingual support educators were an integral part of our staffing. This supported children, staff and families alike. Languages included Russian, Farsi, Mandarine and Sinhala.

Additional support for children with Autism and vision impairment through Autism S.A and South Australian school for Visual Impairment was accessed. The SASVI staff supported all educators to become familiar with strategies to modify and differentiate pedagogy and the learning environment. All of the children embraced the opportunity to learn different ways of communicating, moving safely around the preschool and school and were inclusive in their play and engagement. As preschool staff, we welcomed the opportunity to take on new learning with SASVI.

We recognise the importance of seeking ways to support all families by valuing language, cultural needs and adaptations needed for children to access learning at our preschool.

## Improvement planning - review and evaluate (School)

The development of a new SIP structure provided significant influence in the site's improvement planning cycle. This process provided a consistent approach through a 5 step process of :

Analyse and prioritise  
Determine the challenge of practice  
Plan actions for improvement  
Improve practice and monitor impact Review and evaluate

As a result, focus areas for improvement included :

Literacy- To increase the percentage of students meeting exceeding SEA in reading for all levels  
Numeracy- Increase the percentage of students meeting and exceeding SEA in Numeracy

The Learning design and Moderation process has had significant impact on all teachers through teaching and learning. Learning Design is used as a tool for whole school planning for learning improvement. The Learning Design has empowered teachers to develop the skills, understanding and confidence through professional Learning Communities and staff professional learning sessions. Learning Intentions and Success Criteria are embedded in all teachers planning, visually in the classroom and in the language of learning across the school.

Teachers have developed skills, understanding and confidence through collegiate support, observations and critical feedback resulting in more intentional teaching and learning.

Student data sets are used to track and monitor individual student progress, setting new learning goals and targets through whole class planning.

Questions through professional planning and conversations reinforce processes and methods and support continued learning of all teachers, from new graduates to highly experienced.

Achievements for 2019 Site Improvement Plan Goals include:

Literacy Improvement through classroom teachers and specialist literacy teachers planning, teaching and reviewing together.

Targeted smaller student groups for early Years through Read, Write, Inc

Reading assessment targeted for senior students through PROBE, providing individual reading goals for all students.

All teaching staff trained in Running Record facilitation.

Individualised sight word program to support Early Years students, coordinated by specialist literacy staff. Parent involvement resulted in greater success for students.

Numeracy professional learning through LID and SLLIP specialist support staff.

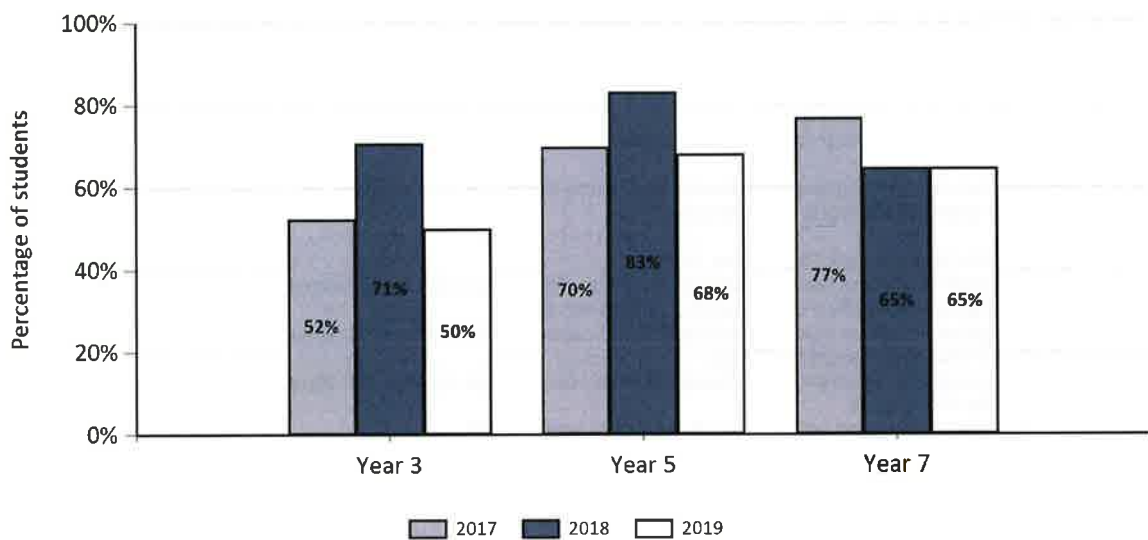
Whole school targeted professional development. Deeper collaboration within learning communities.

## Performance Summary

### NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

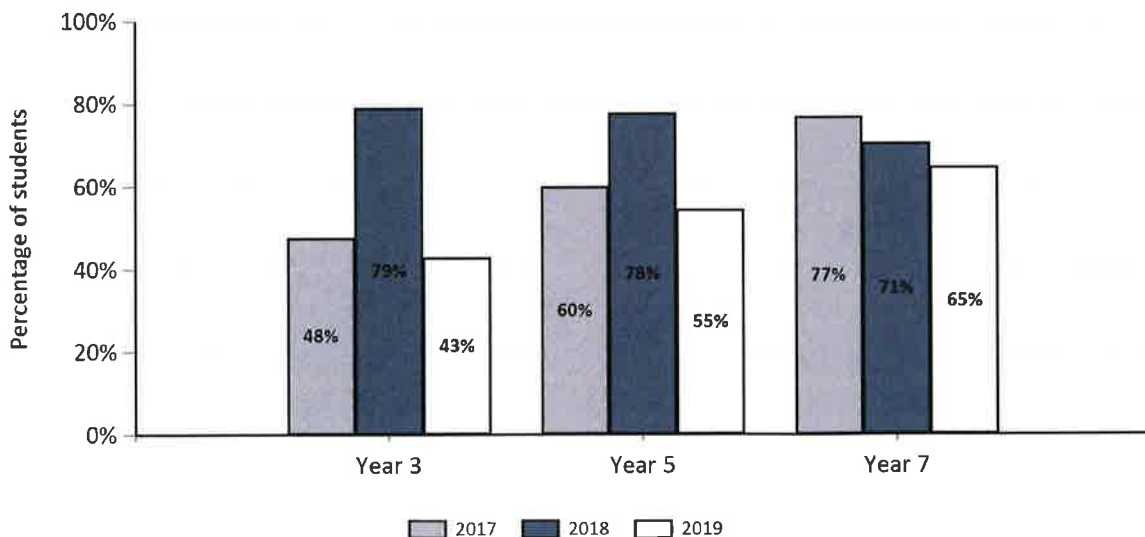
#### Reading



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

#### Numeracy



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

## NAPLAN progress

The data below represents the growth of students from 2017 to 2019 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	38%	50%	25%
Middle progress group	25%	20%	50%
Lower progress group	38%	30%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

### Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	6%	44%	25%
Middle progress group	69%	44%	50%
Lower progress group	25%	11%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

## NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2019	14	14	2	1	14%	7%
Year 3 2014-16 Average	19.7	19.7	5.0	2.7	25%	14%
Year 5 2019	22	22	2	0	9%	0%
Year 5 2014-16 Average	20.0	20.0	3.3	2.3	17%	12%
Year 7 2019	17	17	4	4	24%	24%
Year 7 2014-16 Average	15.7	15.7	3.0	4.7	19%	30%

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.

<sup>^</sup>includes absent and withdrawn students.

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

\*\*Percentages have been rounded off to the nearest whole number.

## School performance comment

The Goal for student improvement for 2019 was to increase the number of students meeting SEA for Reading and Numeracy benchmarks at all levels.

Year 1 Reading results through Running Records showed that 70% of students achieved this goal.

In Literacy:

Year 3 students resulted in 68.5% of students meeting this with 50% of the students exceeding this with above average results in reading achievement.

In year 5, 74.6% of students met SEA with 32% achieving above standard.

In Year 7, 73% of students met SEA with 18% achieving above standard.

In Numeracy:

Year 3 results show that 63.5% of students achieved SEA in NAPLAN with 57% achieving above standard.

Year 5 results show that 69.5% of students achieved SEA in NAPLAN with 69.5% achieving above standard.

Year 7 results show that 75% of students achieved SEA in NAPLAN with 35% achieving above standard.



## Preschool attendance

Year	Term 1	Term 2	Term 3	Term 4
2017 centre	86.8%	90.7%	83.2%	89.6%
2018 centre	91.4%	87.1%	88.1%	93.9%
2019 centre	92.8%	91.2%	92.7%	
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy.

Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

## School attendance

Year level	2016	2017	2018	2019
Reception	88.7%	88.5%	86.4%	86.7%
Year 1	92.2%	87.4%	92.1%	88.3%
Year 2	88.7%	92.7%	88.6%	89.2%
Year 3	95.2%	92.1%	95.0%	92.0%
Year 4	94.3%	91.4%	92.9%	92.3%
Year 5	91.4%	92.5%	89.2%	90.6%
Year 6	92.5%	92.6%	90.6%	88.6%
Year 7	93.4%	93.0%	91.2%	87.4%
Primary Other	94.0%	96.2%	93.6%	89.6%
Total	92.2%	91.6%	90.9%	89.2%

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

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

## Attendance comment

Increased attendance was a feature in 2019, particularly in regards to a decrease in students arriving to school late. Improvements were made through intentional actions by leadership, teachers and support staff. Attendance audits were regularly completed and parents and childrens awareness of the importance of being at school were scaffolded by newsletter articles, information sessions, one on one conversations and home visits. The Aboriginal Education Teacher, Aboriginal Community Engagment Officer and Wellbeing Leader worked directly with Aboriginal Learners and their families to increase attendance and support families. These improvement were instrumental in providing continuity of learning in particular for our preschool to school students. Attendance was on the average 91% for the year.

## Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2016	27	29	30	29
2017	32	33	33	34
2018	29	32	35	34
2019	31	31	30	29

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.  
Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.

## Preschool enrolment comment

Families have welcomed the opportunity to have children attend in full days. The 2 full days for 2 terms and 3 full days for 2 terms has been successful in allowing families to arrange child or family care. The preschool has been full for the year with a waiting list. New families were supported to find alternative preschool facilities.

## Behaviour support comment

Policies reviewed in 2019 include Anti-bullying and Harassment. A significant change was the implementation of Play based social learning supervised activities in the yard. Documentation continued to be a focus for educators and has become more embedded, resulting in extended support for funding for students. Leadership engaged in the full course of 4 modules in the Berry Street training. Staff also started this training with day one at the end of the year. Interoception and Neuro- science strategies are a feature of all learning environments,

## Client opinion summary

2019 Feedback from parents include some exceptional positives;

In the Preschool, children receive high quality teaching, educators provide help and support when it is needed.

The smaller size school creates a community atmosphere, children play/talk with others across all year levels.

Children are welcoming and kind and genuinely care about their peers. In the Preschool families strongly agreed that the staff are supportive and helpful and it is nice to be greeted when entering the preschool.

It was widely agreed that children receive high quality teaching at the preschool, educators provide help and support when it is needed and the development of children's social and personal skills are a focus.

In the school :

- 1 Well reputed and excellent team. Good job
- 1 My child loves to come to school so that tells me a lot!
- 1 My kids are happy at school, and they are getting a good education
- 1 Additional support has worked very well this year.
- 1 We feel the school has done a fantastic job..
- 1 The teacher has made my child feel very much a part of this class.
- 1 School grounds are generally kept neat and tidy
- 1 Reading and writing skills have vastly improved this year
- 1 The Skoolbag app is great for keeping abreast of school matters
- 1 I am well informed as i am very much a part of the community
- 1 Regarding bullying, I never encountered with any incident so far;
- 1 Good leadership and good overall support plan! Please keep up the good work, it is much appreciated.
- 1 There has been a bit more bullying than we'd like, but it seems that the staff have handled it as best as they can.
- 1 Modbury has been a great school for our child's preschool year and we look to seeing how they grow in Reception. The teachers and school staff are very welcoming and happy to listen. They are very positive and always treat our child with respect. The smaller size of the school certainly does create a community atmosphere.
- 1 Being a smaller school works in its favour - I often see my son playing/talking with children across all year levels and on several occasions older children have checked that my son is okay after tripping over etc. The children seem to be very welcoming and kind and genuinely care about their peers
- 1 This school has been inclusive, loving, caring and supportive of all of their students, including my son. Their programmes prepare their students for the real world and the teachers are second to none.

Areas to develop include staff communication with parents around how my child is learning. Having more access to staff discussing student progress.

## Intended destination from Preschool

Feeder Schools (Site number - Name)	2016	2017	2018	2019
547 - Birdwood Primary School	0.0%	0.0%	0.0%	4.6%
1134 - East Para Primary School	3.0%	0.0%	0.0%	4.6%
272 - Modbury School Preschool to Year 7	86.0%	89.0%	100.0%	90.9%

NOTE: The data is collected in Term3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.

Data Source: Site Performance Reporting System (SPER), Term3 2019 collection.

## Intended destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	4	8.3%
Other	2	4.2%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	4	8.3%
Transfer to SA Govt School	37	77.1%
Unknown	1	2.1%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

## Destination comment

The majority of students have continued with their schooling at Modbury School P-7. Some families have stated that the impending change for year 7's has made them feel that their children would be better suited to an R-12 school.

## Relevant history screening

All volunteers and BSSO's are supported to obtain their DCSI screening check. Due to the increased number of volunteer involvement a DfE member ran a RAN training session for a group of parents.

## Qualifications held by the teaching workforce and workforce composition

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	30
Post Graduate Qualifications	5

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

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	15.7	0.7	9.3
Persons	0	18	1	18

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

## Financial statement

Funding Source	Amount
Grants: State	54,903.20
Grants: Commonwealth	16,900.00
Parent Contributions	53,407.58
Fund Raising	
Other	

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

## 2019 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 2019 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 behaviour management and engagement	Supported social learning through play time was introduced with great success. Students are involved in play activities, both indoor and outdoor.	Yard incidents lessened and transition to learning improved.
	Improved outcomes for students with an additional language or dialect	Specialist EALD teacher mentored teachers and parents in reading approaches and writing practices.	Increased classroom teacher capacity and parent engagement.
	Improved outcomes for students with disabilities	Differentiated curriculum expertise shared between classroom teachers and co-educators. Smarter Goals shared between educators to support students across curriculum areas as well as Literacy and Numeracy.	Increased funding to support quality differentiated learning for students.
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> <li>• rural and isolated students</li> <li>• Aboriginal students</li> <li>• numeracy and literacy including early years support</li> </ul> First language maintenance and development Students taking alternative pathways Learning difficulties grant	Aboriginal students receive targeted small group as well as individual tutoring aligned with smarter goals for Literacy and Numeracy. Families are included in the formation of the goals and progress of achievement is monitored each term by teachers as well as communicated with parents and caregivers. FLMD grants supported first language maintenance through Pijianjajara. BSSO's were employed to provide first language maintenance support to students their families and educators. An EALD parent group supported parents in understand the Australian curriculum.	Increased Literacy and Numeracy achievements for Aboriginal learners. Increased parent engagement through translators, involvement in learning through grants.
Program funding for all students	Australian Curriculum		
	Aboriginal languages programs initiatives		
	Better schools funding	Professional learning community processes were embedded using: Australian Professional Standards, Teaching for Effective Learning and Partnership support through Learning Design Assessment and Moderation strategies.	Increased teacher capacity in learning design.
Other discretionary funding	Specialist school reporting (as required)		
	Improved outcomes for gifted students		
	Primary school counsellor (if applicable)	The Well being Leader continued to embed student engagement through Wellbeing and engagement directions.	Student, parent and educators increased involvement in Wellbeing and Engagement.

## 2019 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2019 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	The Literacy Project provided through The Modbury Partnership enable teachers to attend this throughout the year. This professional learning was the catalyst for teachers to discuss, plan, use strategies and then be reflective in their practice.	Improved teacher pedagogy. Student improvement in reading and oral language. Teachers' reflective in practice.
Improved ECD and parenting outcomes (children's centres only)	N/A	
Improved outcomes for children with disabilities	Early intervention. Student review team supported Preschool children from term 1. 1:1 intervention in place. Parents involved in processes supporting understanding of DfE support and resources.	
Improved outcomes for non-English speaking children who received bilingual support	Early identification of children and families needing support. 1:1 Bilingual support.	Improved relationships between families and Preschool staff. Children developed greater confidence in engaging with others.

\* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.