



Magill School

2022 annual report to the community

Magill School Number: 1213

Partnership: Morialta

School principal:

Mr John Iannunzio

Signature

Governing council chair:

Jennifer Roberts

Date of endorsement:

8 February 2023



Government
of South Australia
Department for Education

Context and highlights

Magill School is a large category 7 school in the eastern suburbs of Adelaide. In 2022 we had 782 students in 29 classes. The student cohort consisted of approximately: 80 (10%) school card holders 138 (18%) students with English as an additional language or dialect 34 (4%) students with a disability or learning difficulty 8 (0.9%) Aboriginal students.

COVID continued to effect many of the normal school operations with many events postponed or cancelled. However, student learning was largely uninterrupted and they benefitted from a rich and diverse learning program. Later in the year, were able to hold many successful events and welcomed back parents to Sports Day and our end of year concert, which attracted in excess of 600 parents and caregivers.

Our long awaited building works finally started in term 3 and are on schedule to be completed mid- 2023. The hybrid (new and refurbished) build will deliver 12 classrooms that will be home to our Junior Primary classes.

Some highlights were of 2022 were:

- * 140 students involved in the Instrumental Music program culminating in a concert in term 4 at The UniSA auditorium.
- * Strong participation and involvement in SAPSASA sports competitions
- * Yr 4 to Year 6 camps held
- * R-7 Sports Day
- * End of year concert
- * many whole school celebrations including: Chinese New Year, Reconciliation week, Book Week, Children's week

Governing council report

The Magill School Governing Council continues to maintain a high level of interest and input into many aspects of school governance through its consultation and decision-making processes. We have worked collaboratively with the school community to ensure that we represent the views of the wider school community.

Some of the key actions taken and decisions made in 2022 include:

- Continuation of community access to the Governing Council Chairperson and School Leadership via the school newsletter and email to address any enquiries/concerns. All emails or items raised at Governing Council meetings have been formally responded to.
- Review, discussion and implementation of the 2023 Material and Services fee.
- Review and discussion of sub-committee reports such as Finance, OSHC, Parent Engagement, Sports, Uniform and Fundraising.
- Discussed and gave approval for the development of a masterplan for Magill School and OSHC.
- Appointment of a new OSHC Director
- Through the Parent Engagement sub-committee, applied for the "Parents in Education" grant for funding of parent/student workshops held throughout the year.
- Through the Fundraising sub-committee, raised \$9000 in 2022 that will go toward various projects around the school.
- Took part in the review and discussion of the student wellbeing program including reviewing the details of the student wellbeing and engagement survey.
- Review and discussion of the school's overall NAPLAN results summary.
- Together with School Leadership and Finance Officer, the Chairperson participated in the tender and procurement process for the school's uniform supplier.
- The Governing Council has also participated in numerous and extensive discussions regarding the current junior primary building reports.

In my role as Governing Council Chairperson, I have spent the last twenty-four months lobbying the South Australian government for additional funding for the project after numerous cuts were made to the original concept. I am pleased to announce that we finally received a letter from the Department for Education on December 5 2022 advising that Magill School would be receiving an additional \$575,000 for a nature play area.

I congratulate the staff, students and parents for a great 2022 and look forward to a successful 2023.

Jenn Roberts
Governing council Chair

Quality improvement planning

In 2022, we completed the first year of the Site Improvement Plan cycle (2022-2024). At Magill School, we opted to focus on two main goals (writing and numeracy) for this three year phase of the improvement planning cycle. Reading has been removed from the SIP document as this is work we will have a school based priority and maintain the emphasis within our school setting.

The two areas for improvement, goals and targets within our Site Improvement Plan are listed below:

Goal 1 – Writing: Increase the percentage of students in High Bands (HBs) for Year 3 and 5 and maintain the percentage of students reaching National Minimum Standard (NMS).

Goal 2 – Numeracy: Increase Year 3s achieving in High Bands (HBs) and increase HB retention of Year 5s.

Our main emphasis in previous years has been heavily focused on writing. In 2022, we tried to balance this emphasis and therefore provided more focus and attention to our improvement work and journey in Numeracy, mainly as a result of this being an identified area we are seeing plateauing and declining results.

On a whole, our results in 2022 have been pleasing and we have continued to move forward in our improvement journey, particularly in the area of writing. As a category 7 school, our main focus has been on stretching and challenging our students for High Band achievement and retention.

In working through this improvement journey over the past few years, we have noticed that our focus on High Bands has also had a significant impact on all learners and seen a lift in the number of students achieving above SEA and NMS in numeracy and writing. This has demonstrated that good pedagogy and practice caters for the needs of all learners.

Below are the NAPLAN results against our SIP goals / targets and whether they were achieved or not:

Goal 1 – Writing

Target – Given our highest writing results over the past 5 years, we aim to increase HB to 73% of Year 3 students and 35% of Year 5 students and maintain percentage of students reaching NMS

Year 3 HBs – A small drop from 66% to 63% in HBs. Not achieved

Year 3 NMS – Maintained 95% of students above NMS. Achieved

Year 5 HBs – A huge increase from 30% to 50% in HBs – a 20% increase in students in HBs and achieved the 2024 aspiration goal. Achieved

Year 5 NMS – A 6% increase from 88% to 94%. Achieved

Goal 2 – Numeracy

Target: Increase student achievement in HBs at Years 3 and increase representation of Year 5s to 42% whilst maintaining the percentage achieving SEA.

Year 3 HBs – A drop from 48% to 42% in HBs, our lowest result since 2016. Not achieved

Year 3 SEA – Maintained 90% of students above SEA. Achieved

Year 5 HBs – An increase from 38% to 44% (6%) in HBs – 2% above target. Achieved

Year 5 SEA – An increase from 89% to 93% (4%). Achieved

These results have been reviewed and reflected on by staff and with their consultation and input, the following targets have been set for 2023.

Writing – Given our highest Year 3 writing results in over the past 5 years in 2021 (66% HBs in Year 3) and then a slight dip to 63% in 2022, we aim to increase HB to 68% of Year 3 students (average from past 2 years – a 5% increase) and see a maintained the percentage of students achieving above NMS.

Using the 2021 Year 3 NAPLAN results as an indicator, we aim to have 50% of Year 5 students in HBs and see a maintained the percentage of students above NMS.

Numeracy – Given our declining Numeracy results and our lowest result since 2016 (42% HBs in Year 3), we aim to increase HB to 50% of Year 3 students (average of HBs over the past 5 year period) and see a maintained the percentage of student above SEA.

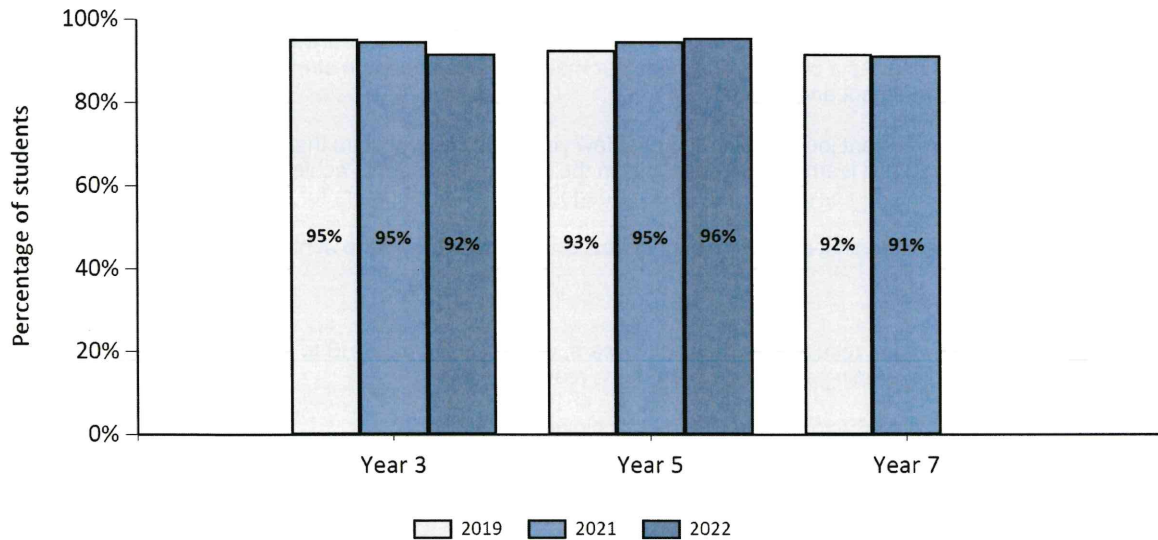
Using the 2021 Year 3 NAPLAN results as an indicator, we aim to have 45% of Year 5 students in HBs and see a maintained the percentage of students above SEA.

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

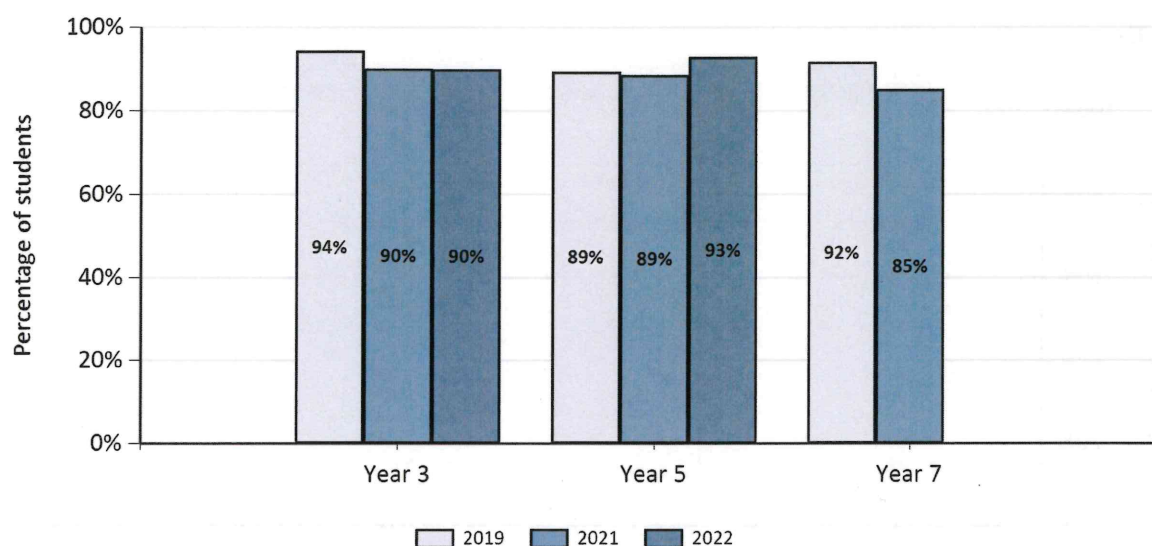


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

*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 upper two bands achievement

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

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	109	109	73	46	67%	42%
Year 03 2021-2022 Average	120.5	120.5	82.5	54.5	68%	45%
Year 05 2022	113	113	65	50	58%	44%
Year 05 2021-2022 Average	113.5	113.5	59.5	46.5	52%	41%
Year 07 2021-2022 Average	115.0	115.0	59.0	55.0	51%	48%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

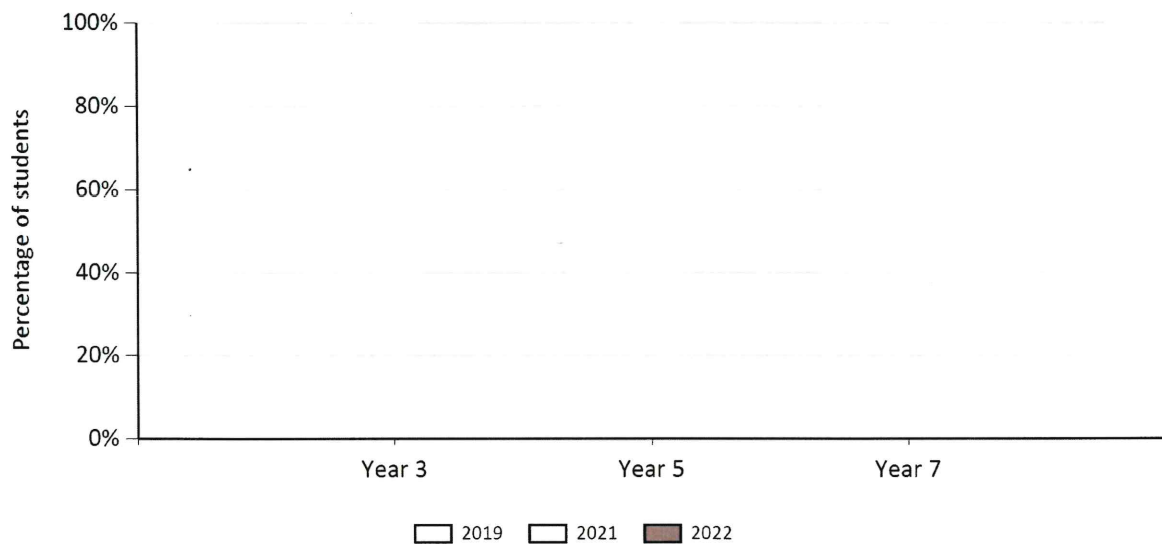
[^]includes absent and withdrawn students.

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

^{**}Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading



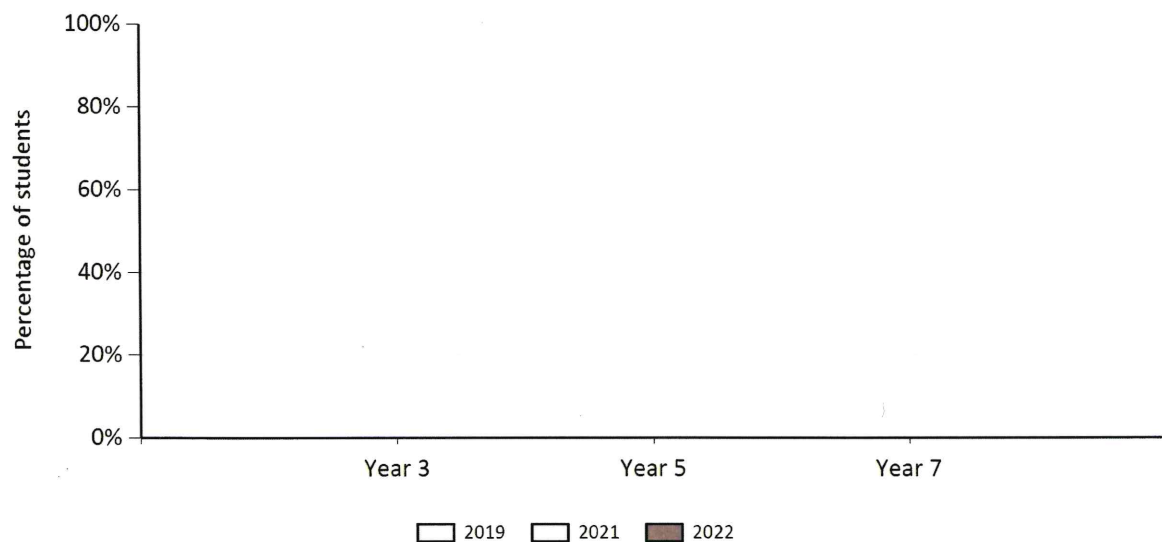
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

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

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

[^]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.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Data Informed Planning

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

Teachers of Aboriginal Learners incorporated their Aboriginal students into focused data collection Literacy and Numeracy documents which were reported on during line management PDP meetings throughout the year. Teachers shared how they differentiated learning to meet the needs of Aboriginal learners, what goals each student was working towards and how their achievement and development was being tracked and responded to throughout the term. Teachers discussed how in-class intervention was supporting students to make further progress in their learning. Our whole school Indigenous Learner database continues to track and monitor success in Literacy (particularly in writing) and Numeracy (with a focus on Number), together with Attendance data for our Aboriginal Learners. Attendance remains strong for all our Aboriginal Learners (8 in total) with an average of 95% attendance recorded across the year for all students.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

Whole school Literacy and Numeracy agreement documents, together with our Site Improvement Plan, make specific mention in regards to our goals for Aboriginal learners and highlight our high expectation for success for all. For students completing PAT-R and PAT-M this year, results were strong and demonstrated good growth over the 4 terms of learning. Reading intervention supported two students, 1 being in Year 1 and 1 in Year 5, to make connections with phonemic awareness and letter blends, providing them with growth in reading levels and confidence in reading. ACEO position not filled in 2022, however quality relationships with families were maintained by teachers and leadership staff across the school.

School performance comment

With another year now having NAPLAN data (2021 and 2022) available to our school, we are able to make more informed decisions and better measure our school performance.

Below is a breakdown of our school performance in NAPLAN in Reading and Numeracy.

NAPLAN proficiency against the Standard of Educational Achievement (SEA)

Reading – Year 3 – 91% of students above SEA – a small 4% decrease from 95% in 2021 and 2019. This is something we will need to be aware of and look to increase in 2023 and return to previously higher percentages and results of previous years.

Reading – Year 5 – 95% of students above SEA – maintained the same result as 2021 and is a result we will look to maintain and sustain in years to come.

Numeracy – Year 3 – 89% of students above SEA – this is a 1% decrease from the 2021 result but alarmingly a 5% slide from the result of 2019 and is the first time we have seen this result slip below 90%.

Numeracy – Year 5 – 92% of students above SEA – this is a 3% increase from the 2021 result and is pleasing to see an increased trend in testing at Year 5.

NAPLAN High Achievement (upper two bands)

Reading – Year 3 – 67% of students in High Bands – this is a 3% decrease from our result in 2021 (70%), however has continued to maintain a stable average result at and around 70% over the past 5 years.

Reading – Year 5 – 58% of students in High Bands – this is large 11% increase on our result in 2021 (47%) and is the highest result we have achieved in the high bands since the start of NAPLAN testing. We have consistently hovered around 50%.

Numeracy – Year 3 – 42% of students in High Bands – this is a significant 6% decrease from 2021 (48%) and is also a decline on average results over the past 5 years.

Numeracy – Year 5 – 44% of students in High Bands – this is a significant 6% increase from 2021 (38%) and has returned this result to up with our highest percentage results over the past 5 years and above our average for that period.

As a school, we have identified that Numeracy is an area for greater focus with our next phase of the school improvement journey and thus will be provided greater focus, resourcing and emphasis with professional development in 2023. The results in reading have held consistently and are pleasing for the maintaining focus we have placed on this particular area. The school performance results in writing are continuing to improve and evidence of the work and commitment we have placed on this as a school. Our results in 2022 at Year 3 were down on what we are striving for, yet results at Year 5 are very positive and really pleasing for us. These results and trends will also be taken into consideration in planning and continued school improvement in 2023.

Attendance

Year level	2019	2020	2021	2022
Reception	94.3%	88.1%	95.2%	91.5%
Year 1	94.8%	88.0%	95.6%	91.1%
Year 2	95.2%	87.1%	93.8%	92.2%
Year 3	95.0%	88.1%	95.3%	91.2%
Year 4	95.5%	88.8%	95.4%	90.6%
Year 5	95.3%	88.6%	94.8%	92.5%
Year 6	95.2%	90.0%	95.0%	89.9%
Year 7	94.1%	89.4%	94.6%	N/A
Total	94.9%	88.5%	95.0%	91.3%

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

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

Attendance comment

Unsurprisingly, whole school attendance in 2022 fell from 95% to 91%. COVID-19 policy, regulation and management changes such as interstate borders opening impacted overall attendance. For students who struggle with regular attendance we have sought support from the Social Work Duty Line and strengthened relationships with families to support them. We have engaged external support services to provide mental health and counselling services to students and families.

Behaviour support comment

Behaviour management structures and processes continued to be refined throughout the year. WEC and school bullying data Reception to Year 6 show positive growth in the reduction of recorded incidents of bullying including cyber bullying, with less than 10% of students across the school reporting incidents. Regular classroom meetings are increasing student agency and have led to improvements to the school's structured lunch time clubs. Proactive implementation of the Mind Up program from Reception to Year 4 has proved successful, as have school initiatives such as Positive Play. Termly data gathering from students provides tracking of implemented programs and intervention where needed. Restorative Practices are used in intervention with students together with monitoring of behaviour. School climate data continues to grow through increased school and peer belonging results.

Parent opinion survey summary

In 2022 we received 328 responses which is a participation rate of 41%. This is on par with last year's participation rate.
The results of the survey were very positive with the vast majority of responses either on par or better than previous years.

The areas with the highest rate of 'agree' and 'agree strongly' were:

- *Teachers and students are respectful (94%)
- Has a good home learning routine (87%)
- *Parents and caregivers receive enough communication (84%)
- *The school communicates effectively (83%)
- *My child is important (82%)

The areas with the highest rate of improvement were:

- *Receive useful feedback 73% (10% increase from last year)
- *People are respectful 94% (8% increase from last year)
- * My child is important 82% (4% increase for last year)

Survey responses clearly indicated that parents / caregivers use a variety of communication methods to keep informed about child/school information. The three highly rated methods were Email, text message and SeeSaw (class App).

The Governing Council will look at the results and look at ways to improve parent engagement.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	8	26.7%
OV - LEFT SA FOR OVERSEAS	7	23.3%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	7	23.3%
VI - LEFT SA FOR VIC	5	16.7%
WA - LEFT SA FOR WA	3	10.0%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

The school Business Manager has good processes in place to ensure that all volunteers have the required clearances and training. Clear information is provided via the website for all parents and caregivers to access. Information is regularly updated and sent to staff to enable them to choose only verified parents to volunteers for excursions and camps. Parents and the community are regularly informed of school processes and RAN training is held online.

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	75
Post Graduate Qualifications	12

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	45.5	0.1	18.3
Persons	0	52	1	29

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	\$7,680,689
Grants: Commonwealth	\$6,400
Parent Contributions	\$470,255
Fund Raising	\$23,581
Other	\$58,211

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

2022 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 2022 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	SSO funding to implement What's the Buzz and Positive Play have focused on building social and emotional skills and resilience in students. Training and development for staff to build skills in emotional regulation of students.	Improved social and emotional regulation and problem solving skills.
	Improved outcomes for students with an additional language or dialect	EALD teacher and SSO staff employed to work with targeted students as identified by English language skills. Students' needs were identified through EALD LEAP leveling, and targeted with intentional teaching small group and in-class support.	Students' improvement assessed using EALD LEAP levels.
	Inclusive Education Support Program	IESP individual funding and Grant were used to employ SSOs to work on SMARTAR goals on personalized plans for students requiring specific adjustments to meet their functional needs. Training provided to improve teacher ability to differentiate.	Students One Plans reviewed and updated with improvements and new goals documented. Teacher capacity improved.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Reception Intervention provided to students assessed using a range of tests in literacy, numeracy, gross and fine motor skills. Fluid, focused groups formed. IESP support used to provide intervention in literacy and numeracy for Yrs 1-6 using data to form groups. Training for teachers to improve skills in clarifying barriers for students, and adjustments that can be made to accommodate these.	Goals documented in One Plans were reviewed and all students either moved toward or achieved their goals. Reception students improved against pre testing.
Program funding for all students	Australian Curriculum	Teacher PD and training was led by school leadership and Curriculum Lead positions to better implement the learning outcomes for all students through the Australian Curriculum. Teachers work in collaborative teams to analyze student achievement data to plan explicit units of work to address areas of need /concern.	Teachers continued to demonstrate improvement in understanding their students' achievement data to address areas of concern. Whole school focus on Learning Intentions and Success Criteria resulted in students better able to understand how to achieve at a high level and what that quality of work looks like.
	Aboriginal languages programs Initiatives	Not applicable	Not Applicable

Other discretionary funding	Better schools funding	Grant used to run MacqLit, MiniLit and SSP intervention for students and focused Numeracy groups using data including Misconceptions testing. Training to improve capacity of SSOs and teachers.	All Programs were very successful in building up the participants skills and abilities. Consistent Pre-testing processes across the school identified students need additional support. Processes to Track and monitor students involved improved to allow for data informed decisions being made on when students could exit programs, thus allowing opportunities for more students to benefit.
	Specialist school reporting (as required)	Not applicable	Not applicable
	Improved outcomes for gifted students	Not applicable	Not applicable

