



Mount Compass Area School 2017 Annual Report to the School Community



Government
of South Australia
Department for Education
and Child Development

Mount Compass Area School Number: 289

Partnership: Fleurieu

Name of School Principal:

Kevin Mooney

Name of Governing Council Chair:

Andrew Down

Date of Endorsement:

26th February 2018

School Context and Highlights

Teaching and learning within the Mount Compass Area School community is underpinned by our school values of Respect, Participate and Achieve. The quality of the learning is framed against the quality of the teaching and within this parameter, the teaching requires all students to be intrinsically responsible for their own learning.

Mount Compass Area School is a family-friendly R – 12 Area School with excellent learning opportunities developed within a rural environment. The school is organised in three communities – Junior (R-6), Middle (7-9) and Senior (10-12).

Each sub-school maintains their own organisational disciplines within the expectation that as an R-12 school, all aspects of teaching and learning practices are aligned with a whole-school perspective.

The school population is divided into four cohorts for administrative organisation, team planning and many aspects of curriculum delivery including the spread of children; Early Years (R-2) 21%, Primary Years (3-6) 29%, Middle Years (7-9) 27% and Senior Years (10-12) 23%.

Opportunities for Senior students include university pathways at Year 12 with close links to Flinders' University, Vocational Education and Training from Year 10 and school-based apprenticeships and traineeships.

Students participate in a wide range of sports and have the learning opportunities created by our 70 acre farm. The school swamp (the only Fleurieu swamp not confined on private property) provides significant learning opportunities in the realm of environmental science. Our Swamp Ambassadors program has won various State awards for developing environmental leadership in young people.

The implementation of a whole-school literacy methodology and the development of a numeracy improvement strategy developed through the Fleurieu Partnership is supporting our students in meeting the expanding learning requirements of C21.

Nomination as a STEM school for 2017-2018 will provide the opportunity for significant developments in technological innovations across all learning areas. Aligned with these innovations will be the expectation that student learning becomes more interactive and collaborative in preparation for the world of work and future study.

In 2017, the school began plans for an \$8 million upgrade of facilities, including a new STEM collaborative learning space.

Governing Council Report

Key achievements of the Governing Council in 2017 included:

- Improving the viability, menu and appearance of the canteen.
- Implementation of 'Vivo', a wellbeing rewards system to encourage positive behaviour.
- Worked with the leadership team to improve the way students transition from Pre-School to Reception and from Year 6 to Year 7.
- Joined 'Way2Go', a Government funded program that will provide bike safety education to Year 5/6 students and help us improve the way our students and their families access the school.
- Worked with local Government and DPTI to improve car parking facilities and transport around the school perimeter.
- Successfully applied for a \$10,000 grant to improve bike storage facilities.
- Successfully lobbied State Government to invest in a capital works program that will see several outdated buildings replaced.
- Contributed to the construction of two new verandahs in Junior Primary.

Improvement Planning and Outcomes

STUDENT LEARNING

Continued implementation of a common literacy language R-12 based on WRAP (R-6) and integrated methodologies (7-12):

- Common explicit phonics-based methodology in all Year levels R-6 with maintenance of >25% in top 2 bands Year 3-5 NAPLAN in Reading and Grammar; maintenance of high achievement in Year 3 Literacy

Foster cross-curriculum connections via the Literacy Continuum:

- All Priority Groups and Learning Areas embedding strategies in teacher Curriculum Overviews

Implement consistent approach to Numeracy pedagogy with the adoption of 'Big Ideas in Number', engagement in Fleurieu Maths Strategy 'Back to front Maths' and increasing use of specialist Mathematics teachers in Primary Years:

- All Year 2-10 achieving above the DECD SEA in PAT-Math

EFFECTIVE TEACHING

Comprehensive implementation of teachers working in teams:

- Successful curriculum teams Early Years (R-2), Primary Years (3-6), Middle Years (7-9) and Senior Years (10-12).
- All staff engaged in whole-school Priority Groups leading aspects of SIP in Literacy, Numeracy, Pedagogy, STEM, Wellbeing and Environmental Education/Nature Play.

Teachers working to develop and implement 'Learning Design, Assessment and Moderation' with Yankalilla Area School:

- Successful units of work designed and implemented by six teams in English, Mathematics and Science

Integration of 'Building Learning Power' dispositions in all students' learning:

- Effective Quality Start program, anecdotal evidence and behaviour data indicating improvement in student relationships and more focused learning outcomes in PAT data and SACE results
- Increased use of tools for student feedback to teachers, parent use of Daymap and engagement in school-based support programs
- 'BLP' dispositions articulated in teacher Curriculum Overviews and explicitly delivered in Home Group and supported by school wellbeing leader with week programming provided.

Facilitation of integrated/negotiated learning in Middle School with a STEM focus

- Units of learning created in consultation with engagement of parents in student work presentation

EFFECTIVE LEADERSHIP

Increased exposure to staff leadership through our 'Learning Centered Leadership' model:

- Staff accepting the role as 'leaders of learning' and targeted professional learning for leadership development.
- Staff applying for internal promotion positions; Teaching staff leading whole-school Priority Groups and Learning Areas
- Acknowledgment by staff that leadership is everybody's business

SCHOOL-COMMUNITY PARTNERSHIPS

Foster student voice and engage parents in their student's learning

- 70% of parents accessing student learning through Daymap in the first year
- Parent engagement in student work presentations
- Local community connection increased through Agriculture and STEM initiatives
- Increasing involvement of parents in school-based initiatives

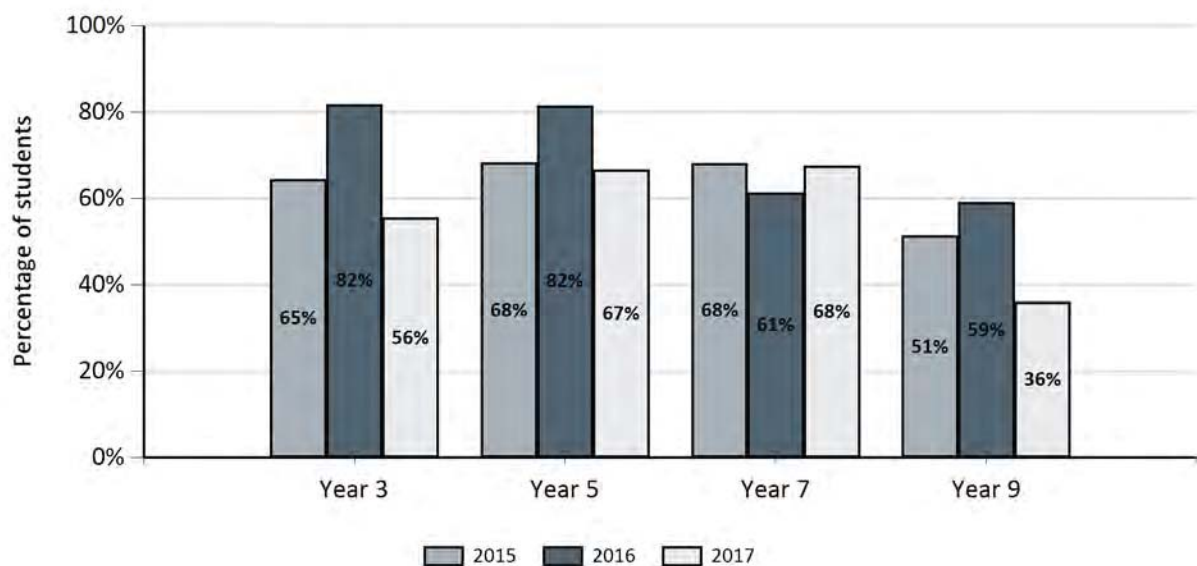


Performance Summary

NAPLAN Proficiency

The DECD 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 one 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 DECD SEA for Reading and Numeracy.

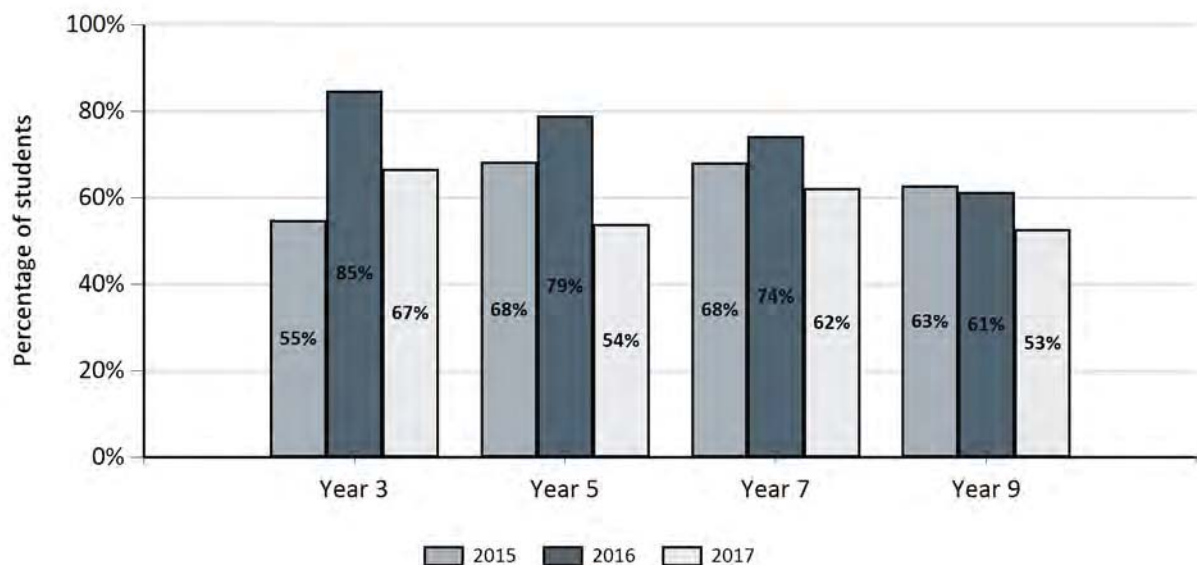
Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*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: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*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 2015 to 2017 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	28%	12%	17%	25%
Middle progress group	59%	65%	43%	50%
Lower progress group	13%	23%	39%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

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

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	6%	24%	8%	25%
Middle progress group	52%	48%	64%	50%
Lower progress group	42%	28%	28%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. 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 [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2017	27	27	6	3	22%	11%
Year 3 2015-17 Average	30.3	30.3	9.3	4.3	31%	14%
Year 5 2017	39	39	11	3	28%	8%
Year 5 2015-17 Average	39.3	39.3	9.7	3.7	25%	9%
Year 7 2017	37	37	4	6	11%	16%
Year 7 2015-17 Average	30.0	30.0	5.7	4.3	19%	14%
Year 9 2017	36	36	3	4	8%	11%
Year 9 2015-17 Average	38.3	38.3	3.7	3.3	10%	9%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

[^]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.

South Australian Certificate of Education - SACE

SACE Stage 2 Grades – Percentage of grades that are C- or above for attempted SACE subjects (SEA).

2014	2015	2016	2017
92%	93%	95%	92%

Data Source: SACE Schools Data reports, extracted February 2017.

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

SACE Stage 2 Grade distribution

Grade	2014	2015	2016	2017
A+	0%	0%	0%	0%
A	10%	1%	0%	0%
A-	19%	7%	1%	41%
B+	11%	13%	10%	7%
B	10%	14%	14%	22%
B-	8%	16%	20%	24%
C+	11%	19%	12%	14%
C	17%	14%	20%	11%
C-	6%	10%	17%	11%
D+	3%	3%	4%	1%
D	1%	2%	0%	1%
D-	1%	0%	1%	0%
E+	1%	1%	0%	1%
E	0%	0%	0%	0%
E-	0%	0%	0%	0%
N	1%	1%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2017.

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

SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE that year.

2014	2015	2016	2017
88%	100%	88%	91%

Data Source: SACE Schools Data reports, extracted February 2017.

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

	2014	2015	2016	2017
Percentage of year 12 students undertaking vocational training or trade training	93.3%	95.7%	100%	75%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	60.0%	17.3%	26.6%	5%

School Performance Comment

PAT Results

Year 3 - 10 students achieved above the DECD SEA in Mathematics, Reading and Science

Year 2 students achieved above the DECD SEA in Mathematics and Reading.

Effective growth in Science in Year 3, 4 and 5 results are attributed to the implementation of specialists Science teachers.

NAPLAN

Year 3 Reading, Grammar and Spelling > 25% in top 2 Bands (2015 - 2017)

Year 5 Reading and Grammar retained > 25% in top 2 Bands from Year 3

The historical decline in NAPLAN Literacy results from Year 3 onward is being addressed with the introduction of a whole-school Literacy methodology in 2015.

Numeracy improvement at Year 7 (18% in top 2 bands) a reflection of specialist Mathematics teachers in Primary Years.

OVERVIEW

PAT Math data retained stronger showing than NAPLAN Numeracy reflecting the need to focus more on problem solving.

However, Year 7 NAPLAN showed improvement in this cohort reflecting the commitment to specialist Mathematics teachers in the Primary Years.

Literacy decline in Year's 7 & 9 identified due to limited explicit teaching post the Early Years with remediation by the implementation of an explicit phonics-based literacy methodology (WRAP), a Guided Reading program R-9 and increased WRAP intervention for students new to MCAS.

Analysis of student data identified transition to Middle School as a potential concern. In 2017 a comprehensive evaluation of all school transition points provided the opportunity to improve this process. Anecdotal evidence from staff, parents and students indicates a positive response. In 2018 the school will undertake a similar evaluation of students transitioning from local primary schools as students data is highlighting concerns regarding achievement.

RUNNING RECORDS

Year 1 - 33% increase above Level 16 from Terms 1 - 3

Year 2 - 22% increase above Level 21 from Terms 1 - 3

SACE

A dip in SACE completion in 2016 has been rectified with a return to continuous growth since 2012. An increase in 'A, B & C' grades since 2015 indicates progress in a positive direction with Stage 2 SACE.

Attendance

Year level	2014	2015	2016	2017
Reception	90.2%	90.0%	93.4%	92.3%
Year 1	93.8%	92.8%	92.9%	92.1%
Year 2	92.2%	93.0%	91.9%	90.0%
Year 3	90.6%	91.2%	93.2%	90.2%
Year 4	93.4%	92.2%	91.4%	90.7%
Year 5	91.3%	92.6%	92.1%	90.0%
Year 6	93.0%	91.6%	94.5%	92.3%
Year 7	89.9%	91.3%	93.8%	91.6%
Year 8	91.9%	89.0%	93.2%	91.5%
Year 9	89.5%	86.4%	89.3%	85.2%
Year 10	90.8%	86.4%	89.3%	84.4%
Year 11	91.6%	88.5%	90.7%	89.1%
Year 12	90.8%	90.3%	95.6%	86.0%
Secondary Other	100.0%			
Total	91.5%	90.3%	92.2%	89.7%

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

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

Attendance Comment

The data indicates a slight attendance decline in 2017 from a more than consistent pattern over previous years. The introduction of Daymap in 2017, and ongoing complexities with the input of data, may have had an impact on the overall data. The school has a consistent approach to home contact and the required follow-up with students' absence as stipulated in a current and comprehensive policy and process. Over the past three years the school has accepted the enrolment of an increasing clientele who present with significant mental health issues which may also impact on our attendance data.

Behaviour Management Comment

Over the past three years MCAS has provided considerable enrolment opportunities from other local schools for students with mental health and behavioral concerns in response to parent requests for children to attend a smaller school that offers a more intimate and supportive learning environment.

Where we have achieved significant success with student mental health adjustments, many behaviour related students struggled to adjust to the values-based expectation of our behaviour plan. Although the school undertakes comprehensive family consultation and provides a number of internal initiatives to support student success, there has been a requirement to implement the DECD suspension from school practice to an increased level in 2017.

Client Opinion Summary

The Mount Compass Area School Governing Council has agreed to conduct the 'Client Opinion Survey' triennially.

Intended Destination

Leave Reason	School	
	Number	%
Employment	1	1.5%
Interstate/Overseas	6	9.1%
Other	0	NA
Seeking Employment	2	3.0%
Tertiary/TAFE/Training	1	1.5%
Transfer to Non-Govt School	13	19.7%
Transfer to SA Govt School	22	33.3%
Unknown	21	31.8%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

DECD Relevant History Screening

All staff have their criminal history screening documented on Eduportal and in EDSAS. Copies of Teacher's Registration is kept in their personnel file and for Non-teaching staff, copies of their criminal history screening or approval email are kept in their personnel file.

Pre-service teachers also provide copies of the criminal history screening check.

Management of volunteer DCSI screening certificates/training is overseen by the Business Manager.

The Screening Audit of the site and processes has been completed and recommendations have been implemented.

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	67
Post Graduate Qualifications	13

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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	33.7	0.3	10.9
Persons	0	38	1	15

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	\$5,163,379.00
Grants: Commonwealth	\$0.00
Parent Contributions	\$248,889.00
Fund Raising	\$10,916.00
Other	\$155,793.00

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

2017 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 2017 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	Establishment of Peer Mentor program, Peer Leader program, Buddy Bench and Vivo to improve relationships and increase engagement	Current monitoring
	Improved Outcomes for Students with an Additional Language or Dialect	Wave 2 intervention - WRAP (Writing Approach to Reading) intervention, Reading Army	
	Improved Outcomes for Students with Disabilities	Two students - wave 3 intervention - 1:1 Disability Support Funding	Maintenance of >25% of students in top 2 literacy bands
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 Australian Curriculum	EALD funding supported wave 2 intervention in the implementation of an explicit phonics-based literacy methodology in the Primary Years. Staffing specialist Mathematics teachers in Primary Years.	Continuous improvement in Early and Primary years PAT Math results
Program Funding for all Students	Aboriginal Languages Programs Initiatives Better Schools Funding Specialist School Reporting (as required)	'Back to front' Mathematics strategy Explicit phonics-based Literacy methodology 'Learning design, Moderation and Assessment with Yankaililla Area School	
Other Discretionary Funding	Improved Outcomes for Gifted Students Primary School Counsellor (if applicable)	Release of a teacher one lesson per week to work with gifted students in Junior School. External (Canteen) and internal support (staff) to meet student needs.	