



MANNUM COMMUNITY COLLEGE

Believe to Achieve



Government of South Australia
Department for Education and
Child Development

Mannum Community College 2017 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Mannum Community College Number: 1170

Partnership: Murraylands

Name of School Principal:

Kylie Eggers

Name of Governing Council Chair:

Cheryl Neville

Date of Endorsement:

20/2/18

School Context and Highlights

At Mannum Community College we aim to provide a safe, yet challenging school program that develops all students as successful, lifelong, resilient learners with respect for themselves, others and the environment. In 2017 we had 383.75 enrolments (IOED-2, ICSEA 941, 29% School Card, 10% SWD, 8% ATSI, 3.5% NESB).

2017 saw a number of new ventures alongside the regular events to help our students do this. These have included the further development of Community Connections, the STEMWorks program, and our success in CMASSA Swimming and Athletics.

In 2017 a significant number of Mannum students have participated in academic competitions and a variety of activities including the successful Deadly Awards, Reconciliation Week, Harmony Day, Hineno Japanese Exchange, STEM Challenge Day, Remembrance Day, Pedal Prix, Student Representative and Leadership Councils, Footsteps and the Junior School Concert, Festival of Music & Big Band performances, and a multitude of sports competitions. Through these events our students have learned the skills involved in service to their community, being part of a team, learning to win and lose, and being responsible and committed. Thank you to all the teachers and support staff who have committed many hours of work to develop the skills and knowledge of our students.

Our teachers have had a big year of learning too. Mannum Community College Teachers are lifelong learners and this year's learning included Play is The Way, Words Their Way, Task Design, SACE Clarification and Moderation to name a few. In mentioning staff we have had a few changes throughout the year. We have farewelled a few teachers including long standing DECD staff member Chris Bennett; we wish her well in her retirement.

So where does 2018 take us? Onward and upward! In 2018 we are focussing on improved Literacy & Numeracy, Teacher Quality, STEM, Wellbeing and a Culture of Learning and our Community Partnerships. What is this you say? This is the how we teach, what we teach and how we let families know what is going on at school and in their students' lives.

I would like to congratulate all students on their hard work throughout this year. I wish all those leaving us a successful future and look forward to working with you all in 2018.

Kylie Eggers

Governing Council Report

The role of Governing Council at Mannum Community College (MCC) is to ascertain the educational needs of the the local community and to assist the principal and staff to carry these out. We support the principal and all staff to provide a fun and educational space for all students to grow and learn. Governing Council is involved in decision making throughout the school overseeing policies and procedures. We have a member present on all committees within the school to assist this including: Finance, Fundraising, WHS, Canteen, Library, Pedal Prix, Building & Grounds, ICT and Curriculum.

Plans for the future of MCC include more improvements within the school in the areas of facilities, education and communication to ensure MCC is a modern, fun, caring educational environment for all students to attend and be proud of their achievements.

I have been involved in GC since my children were in primary school and have enjoyed the many different aspects of GC. I have always been a working mum and often unable to get into school during the day, so GC has given me the opportunity to be involved in the school in a behind-the-scenes way and still feel like I am part of the education my children were receiving.

Highlights for me being part of the GC are meeting great people, staff, students and their parents, attending all of the special ceremonies and events held at MCC, and watching students grow and develop into young adults - taking ownership of the RIVER Values and applying them to life.

MCC has some amazingly talented students, teacher and families and the Mannum Community should be proud.

Cheryl Neville
Governing Council Chairperson

Improvement Planning and Outcomes

Literacy and Numeracy: The Literacy Agreement was extended to incorporate all year levels including the TEEL paragraph process, Tier 1/2/3 Vocabulary, and relevant language features including for children who require learning stretch. The Wave 2 & 3 Interventions were fine-tuned for Years Reception -12 with targeted programs and SSO support for individualised SMARTAR goals. In 2018 LLI and the BAS screening will be a key literacy diagnostic.

Teacher Quality: One focus was the evidence and documentation demonstrating intentionally designed, delivered and assessed engaging learning experiences; in 2018 we will extend this to more heavily use student data, and explicitly teach scaffolding to challenge, and engage learners. GSuite was investigated, and planned for implementation. This will be trialled in Term 1 2018 and then modified as a whole of school approach. Teachers utilised their PLCs, the SACE board, Professional Associations, and other MCC teachers to moderate their, and their students' work to confirm their assessment of the standard. There was very little moderation movement within SACE subjects (10.3% with 1.3 average grade shift eg B to B+, compared to 40.5%, ave shift 1.7 in 2016) and the overall grades in Junior and Middle School increased as teachers gained confidence in their judgement.

STEM: The STEMWorks design phase was completed and STEM teaching and learning provided the opportunity to work on challenging problems and projects. These included the lunch-time STEM club and STEM Challenge Days at MCC and in the Riverland where our team achieved 3rd place. In 2018 MCC will be in the construction phase and we will ensure staff have the skills and resources for the facilities to be fully utilised. Our aim is to ensure staff ICT skills are commensurate with the requirements of their students and this has commenced through a comprehensive ICT skill audit. In 2018 Professional Development activities and a buddy system will assist the largest need and staff will be supported to complete the CSER-MOOCs for AC Digital Technologies. In 2017 an ICT plan was developed with short, medium and long term goals relating to curriculum, learning & teaching, spaces, infrastructure, security and administration.

Wellbeing and Culture of Learning: The Mannum Way was developed as our R-12 approach to wellbeing for the school, cohort and individuals including Play Is The Way, Wellbeing Wednesday, Restorative Justice, group wellbeing interventions eg MindUp, Seasons For Growth, and external agency referrals eg AC Care and CAMHS. The STOPit App was introduced to report bullying and harassment in-and-out of school hours with moderate success. The Student Learning Council (SLC, Years 4-7) continues to spread its influence in teaching other students to be powerful learners and have a voice in their learning. The SLC led the Mt Everest challenge where the hours that R-9 students read accumulated and were exchanged for 'metres' up Mt Everest.

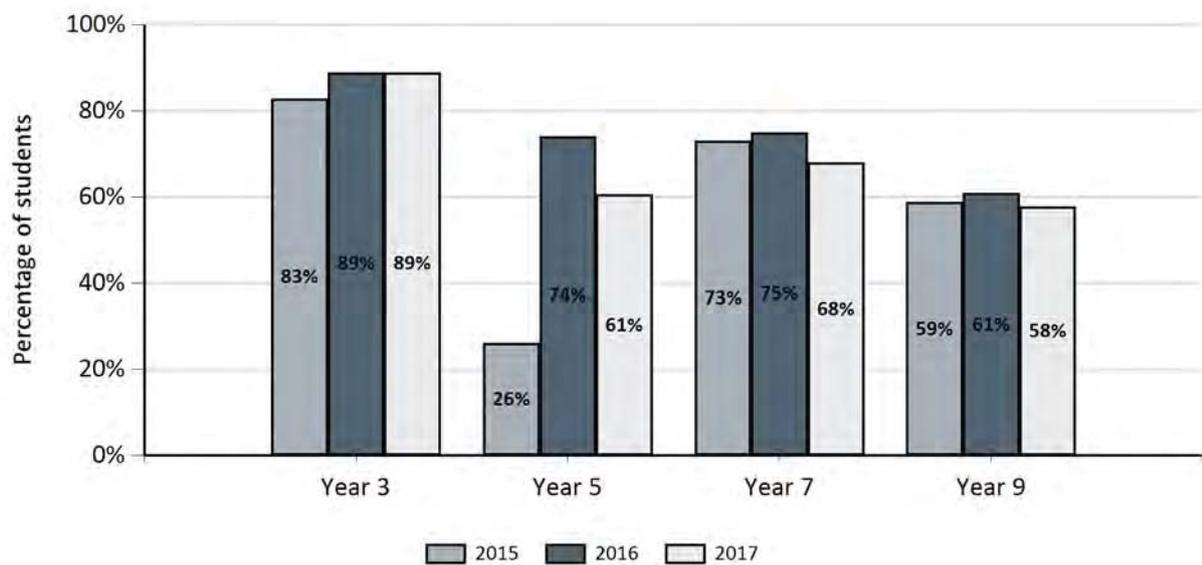
Community Partnerships: To ensure that MCC was foremost in the minds of our community we worked with the following networks, working towards the agreed projects: Murraylands Partnership and related PLCs, Mid-Murray Family Connections Network, Mannum Community Hub, SAPOL, Local Businesses Group, Kiwanis and Mannum Lions Club. In addition to this we timely and broadly advertised school events with regular positive news stories sent to local and social media. Homegroup teachers were required to contact parents more often than previously to share student achievement and progress and through various media; a lot of success was seen through phone calls, Class Dojo and Seesaw apps. The Baseby Garden was redeveloped with Community Support to be a future Paddock-to-Plate learning area.

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.

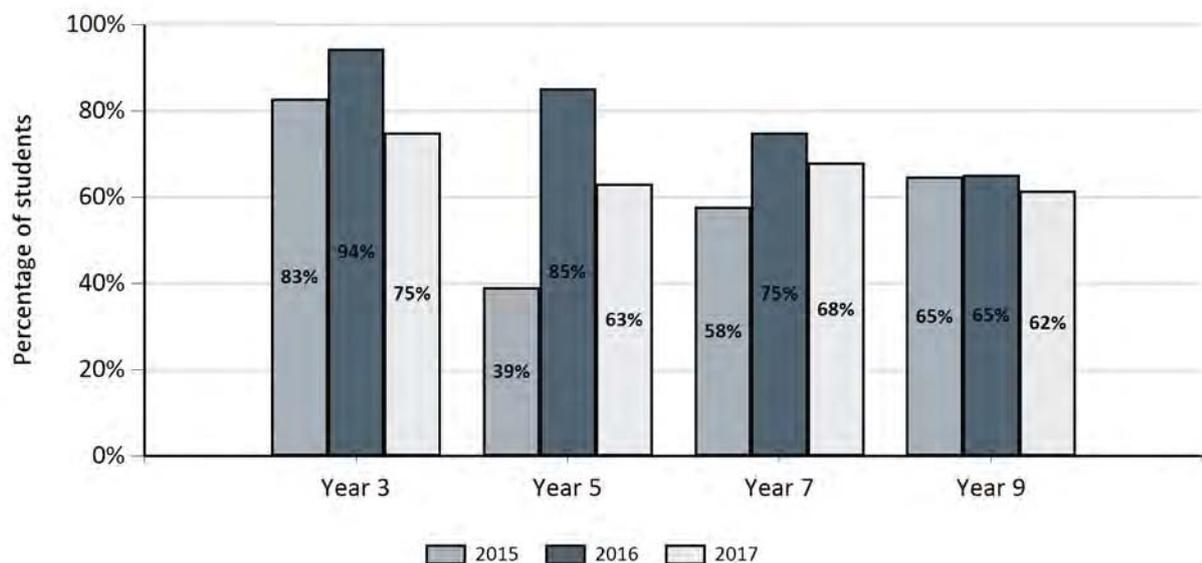
Reading



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	10%	35%	29%	25%
Middle progress group	55%	60%	53%	50%
Lower progress group	34%	5%	18%	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	10%	25%	29%	25%
Middle progress group	59%	35%	47%	50%
Lower progress group	31%	40%	24%	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	36	36	11	10	31%	28%
Year 3 2015-17 Average	29.7	29.7	7.0	6.0	24%	20%
Year 5 2017	38	38	5	2	13%	5%
Year 5 2015-17 Average	29.3	29.3	3.0	1.7	10%	6%
Year 7 2017	25	25	2	1	8%	4%
Year 7 2015-17 Average	26.3	26.3	3.7	1.7	14%	6%
Year 9 2017	26	26	1	1	4%	4%
Year 9 2015-17 Average	22.0	22.0	1.7	1.0	8%	5%

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
78%	90%	90%	97.6%

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	0%	0%	0%	2.4%
A-	6%	1%	4%	2.4%
B+	4%	4%	7%	4.9%
B	6%	14%	15%	20.7%
B-	12%	15%	10%	25.6%
C+	10%	6%	17%	11%
C	26%	33%	29%	22%
C-	14%	15%	10%	8.5%
D+	12%	4%	8%	1.2%
D	6%	5%	1%	1.2%
D-	0%	1%	0%	0%
E+	2%	0%	0%	0%
E	0%	0%	0%	0%
E-	0%	0%	0%	0%
N	2%	0%	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
78%	82%	92%	100%

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	42.86%	83.33%	81.2%	72.22%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	77.78%	81.82%	91.67%	100%

School Performance Comment

Additional Data:

Running Records: 62.5% of Year 1 & 2 students achieved the SEA in Running Records.

PAT- Maths& Reading: 81.9% (Reading) & 77.2% (Maths) of students in Years 3-10 achieved the age appropriate achievement standards compared to 71.5% and 71.4% respectively in 2016.

A-E Data: 38% (Year 1-5), 34.3% (Year 6-10) and 42.6% (Year 11 &12) of students achieved A & B grades compared to 16.7%, 28.4%, and 34.2% respectively in 2016. 2017 was the first year that whole school and successive A-E data were analysed. This data suggested there was inconsistency in the marking and grading of students' work particularly between Learning Areas and that standardised test results do not align significantly to end of semester grades.

The analysis and use of reliable, quality data enables teachers and leaders to make informed choices about their teaching plans and programs. Teachers need to use data regularly, to track students' progress and to take necessary and timely actions to provide targeted and tailored support.

Although there are less failing grades than in previous years for our Senior Students, the aggregation of grades in "the middle" across all year levels continues. This will be addressed through continued emphasis on an improved culture of learning amongst our students and staff and 'stretch' task design. This "middle-ness" is reflected in NAPLAN and also where many students achieve the SEA, however a very small proportion are in the higher bands although the majority of students for each year level have demonstrated growth at the Middle or Upper level. MCC continues to also work with students who do not reach the SEA through Wave 2 Interventions in class and various programs including Levelled Literacy Intervention, Quicksmart and MiniLIT. In regards to SACE, we achieved the 100% completion. Many of these students would not have done so without VET which aligns to our emphasis on multiple pathways for all students.

In 2018 improvements to this data will be through the refined and focused Site Improvement Plan and the pedagogical shift brought about by the Learning Design, Assessment and Moderation focus.

Attendance

Year level	2014	2015	2016	2017
Reception	90.5%	90.5%	88.2%	87.0%
Year 1	95.1%	92.8%	92.2%	88.4%
Year 2	92.3%	92.5%	92.3%	89.9%
Year 3	92.1%	93.3%	90.8%	90.4%
Year 4	91.5%	93.5%	89.5%	93.6%
Year 5	93.0%	92.0%	93.5%	91.0%
Year 6	89.8%	92.6%	90.0%	90.1%
Year 7	90.3%	87.5%	92.2%	88.9%
Year 8	88.3%	86.6%	89.2%	87.1%
Year 9	86.1%	85.3%	89.4%	85.8%
Year 10	74.0%	82.2%	84.8%	87.5%
Year 11	83.3%	86.2%	88.6%	83.1%
Year 12	91.2%	85.4%	89.9%	88.5%
Total	88.9%	89.3%	90.1%	88.6%

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

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

Attendance Comment

Attendance is celebrated and non-attendance investigated; several students had 95% attendance and one 100%. There was a significant decrease in unexplained absences (1.9%), chronic non-attendance (7.9% reduction) and habitual non-attendance (9.1% reduction). 22% of absences are attributed to 10% of students. Parents are notified by text of non-attendance and this is followed up by teacher contact. Site leaders may engage with parents to support regular attendance including home visits, Wellbeing Leader contact, and DECD support service and external agency referrals.

Behaviour Management Comment

At MCC positive behaviours are commended and promoted eg Morning Muster and Push for Excellence awards through the Mannum Way, which includes a range of social and emotional programs for students eg Play Is the Way (Wave 1), Mind Up and Seasons for Growth (Wave 2) and RAAP Support and CAMHS interventions (Wave 3). Policies and procedures are reviewed for individualised approaches for students; we work closely with DECD and other agencies to support students/families to work towards positive behaviour outcomes. Our focus is behaviour change to avoid repeated negative behaviours. In 2017 there was a reduction in overall suspensions (66 with 56 students involved).

Client Opinion Summary

Parents, staff and students were happy with Mannum Community College in 2017. We are very grateful to the individuals who took the time to express their thoughts in the Annual Opinion Surveys; the Opinion Surveys were not completed in 2016.

Staff completed an Opinion Survey and the DECD Psychological Health Survey. In the latter communication in a timely manner and appropriate format were identified for improvement, as were valuing staff and inducting staff who are new to MCC or their roles. In the Opinion Survey 97% of staff expect students to do their best and agree the school is well maintained. 91% feel that parents can talk to teachers about their concerns and that the school looks for ways to improve. However, 66% felt that teachers at this school provide students with useful feedback about their school work and 69% felt they receive useful feedback about their work. Only 66% of staff felt that student behaviour is well managed at MCC.

Students in Year 3-12 completed an Opinion Survey while the 4-12s also took part in a Wellbeing / Resilient Youth Survey. 98% of students report emotional engagement with their teacher (Years 4-9), 80% report they felt they belong at MCC (Years 4-9), 67% report they like being at MCC and 97% agree that teachers expect them to do their best. However only 55% of students feel that behaviour is managed well at MCC and 65% feel that the school takes their opinions seriously.

In the Parent Opinion Survey 85% agreed that teachers at this school expect their child to do their best. 83% agree that the school is well maintained and 78% feel that the school looks for ways to improve. However only 53% agree that student behaviour is well managed and 60% feel that the school takes parents' opinions seriously. 68% felt they could talk to their child's teachers about their concerns.

Where stakeholders were asked for what they would like MCC to start, stop or keep doing, there was a varied response. The students focussed on increasing the activities offered, being listened to and ensuring that all staff helped all students rather than solely those with special needs or extreme behaviours. Overwhelmingly parents wanted the school to focus on individual students' needs while staff iterated that the school should continue to improve yet be wary of the increasing expectations and workload of teachers.

Intended Destination

Leave Reason	School	
	Number	%
Employment	2	2.2%
Interstate/Overseas	5	5.4%
Other	2	2.2%
Seeking Employment	4	4.3%
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	4	4.3%
Transfer to SA Govt School	43	46.7%
Unknown	32	34.8%
Unknown (TG - Not Found)	0	NA

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

DECD Relevant History Screening

DECD Criminal History Screening requirements are followed. The DCSI flow chart is followed to determine whether DCSI screening is required.

In summary the responsibilities involve:

1. Sighting and recording clearance information on EDSAS.
2. Verifying.
3. Establishing shared-use agreements with community groups.

All staff, workers and volunteers have the relevant, required checks. This is documented, reviewed and updated regularly and as required. This screening is uppermost in our minds when offering employment, work placements or volunteering opportunities.

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	48
Post Graduate Qualifications	16

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	1.0	26.7	0.9	16.5
Persons	1	32	1	25

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

Financial Statement

Funding Source	Amount
Grants: State	25000
Grants: Commonwealth	27586.18
Parent Contributions	137805.92
Fund Raising	7486.29
Other	95324.59

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	RAAP funding was granted for specific students who worked towards various goals in line with their needs including programs eg MindUp and Seasons for Growth. Part time enrolment worked for other students.	# incidents reduced and for others part time enrolments were negotiated
Targeted Funding for Individual Students	Improved Outcomes for Students with an Additional Language or Dialect	Funding was used for SSO in class support in literacy and spoken language development.	Improvement in EALD Levels for specific students
Targeted Funding for Individual Students	Improved Outcomes for Students with Disabilities	Each student had a Oneplan developed with staff, student and parent consultation. SSO support was provided on an individual basis in class. Regional support staff were deferred to on a regular basis.	OCOPs designed, implemented and reviewed for ATSI, SWD and SIC students.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	AC funds spent to ensure there is a uniform approach to L&N and Wellbeing across the school including Play Is The Way, LLI & BAS, Learning Design and Moderation T&D with TRT release. Class sizes kept lower than EB. Staff released to develop OnePlans with regional support staff. Additional Wave 2 SSO time implemented with class interventions in the Junior School and LLI and Quickmart Years 3-9.	Increased individualised instruction and support with fully trained staff who are resourced and supported. SWD, SIC and ATSI have OCOP Plan.
Program Funding for all Students	Australian Curriculum	Students in Year R-5 took part in one lesson per week in Ngarindgeri including our all of our ATSI R-5 students conducted by our ACEO with Duty of Care by the class teacher.	Resources selected for use in Ngarindgeri class.
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	Used to reduce class sizes, improve teacher pedagogy, Wave 2 interventions and ensure that disadvantaged students have the support they require.	All staff enacted relevant PD. Students supported through intervention groups
	Better Schools Funding	nil	nil
	Specialist School Reporting (as required)	nil	nil
	Improved Outcomes for Gifted Students	nil	nil
	Primary School Counsellor (if applicable)	Counsellor is R-12 with release time to work with students, families and outside agencies to support individual students and staff in developing and implementing Play Is The Way and other Wellbeing Programs.	Majority of JS & MS Staff trained in PITW