

# Mannum Community College 2016 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:**

Michele Holloway

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**Name of Governing Council Chair:**

Cheryl Neville

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**Date of Endorsement:**

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## School Context and Highlights

Located in the growing tourist town of Mannum, Mannum Community College (MCC) serves families in the local town and surrounding districts with education services from Reception to Stage 2 of SACE. The school is committed to working with the wider community embedding the RIVER values of Respect, Integrity, Vitality, Excellence and Responsibility. These underpin wellbeing for learning programs across all areas of schooling. Our commitment to developing powerful learners extends beyond year 12 with programs to re-engage young adults. As a community of learners, staff and students seek opportunities to build connections within and beyond the school. Our students support local events and groups building strong community ties. We aim to develop "lifelong, resilient learners who have respect for themselves, others and the environment", and who will leave MCC ready for future life, further education and employment.

Enrolments have continued to grow now reaching 389 with most local kindergarten children transitioning to MCC.

MCC is excited by the opportunities offered through the STEM Works (science, technology, engineering and mathematics) grant to promote a school wide approach to learning through investigation of real and future world issues. The transformation of traditional learning areas into flexible spaces will facilitate engagement with integrated learning. We are developing new approaches to IT and students engage with learning through technology from Reception. We offer the eight areas of learning in line with the Australian Curriculum. LOTE languages include Japanese and Ngarrindjeri. We also offer a range of SACE subjects, vocational education and training certificate courses, school-based apprenticeships and work experience to students in Years 10 to 12. We continue to have a strong commitment to the arts with music, choir, instrumental music and visual arts including design and painting offered to Year 12. Technology units include woodwork, metalwork, food and hospitality, and ICT. A range of sports are offered through school, regional and state-wide competitions.

Students have the opportunity to be involved in challenging activities such as Outdoor Education camp, surfing and Operation Flinders where students are placed in areas out of their comfort zone to develop independence and resilience.

The leadership team comprises the Principal, two Senior Leaders, SACE Coordinator and Counsellor.

The Site Improvement Plan was revised to align with Pa

## Governing Council Report

In 2016 we have continued our focus on better communication and this has included Facebook. Council has shown leadership in school improvement and leadership on school sub committees such as Pedal Prix, Finance, Fundraising, Site Improvement, ITC and Healthy Eating. Finance was again responsible for ratifying and monitoring the school budget resulting in a positive outcome and healthy funds available to continue with the agreed facility improvements.

Fundraising has again held a successful Gala Day with the outstanding support of the business and school community.

It is with mixed emotions that we farewell our Principal - Sue Record and thank her for the many positive changes and improvements she undertook in a short space of time. Michele Holloway - Junior School leader was amazing in taking over the role; we were lucky to have such an enthusiastic and competent person to continue the good work. We welcome Kylie Eggers as the new Principal and we look forward to working with her.

In closing I would like to thank our dedicated parents, enthusiastic teachers and skilled SSOs who all work hard to ensure our children grow and develop into respectful and positive community members. We thank all who have given their time to support the many extra curricula activities.

To my fellow Governing Council members I thank you for your support throughout 2016. Your input has been invaluable in shaping MCC and the education it offers to our children enabling them to grow into positive resilient community minded people.

Cheryl Neville  
MCC Governing Council Chairperson

## Improvement Planning and Outcomes

In 2016 we were focussed on the STEM Works Initiative and Implementing the three external review directions.

1. Realise the school's vision, by strengthening and embedding pedagogical strategies that develop resilience for challenging learning into daily practice, while maintaining high expectations.
2. Provide a coherent and targeted curriculum for learners and work collaboratively to deepen teachers' understanding and use of the curriculum to design learning intentions for students.
3. Maximise the progress of each student by providing alignment between the learning intentions, planning, pedagogies, assessment tasks, criteria and consistent grading.

Our Continuous Improvement Cycle has continued to drive our direction in relation to the site improvement areas of numeracy, literacy and powerful learners in each of these we reflect on evidence and data in order to plan and implement effective strategies and then review and evaluate our effectiveness.

Pedagogical practice has been the focus of our PLCs. Teachers identified an aspect of John Hattie's work with significant effect size and refined their approach to one aspect. This focus on "little things matter" resulted in teachers undertaking self review and working collaboratively with others. This built on previous work from 2015.

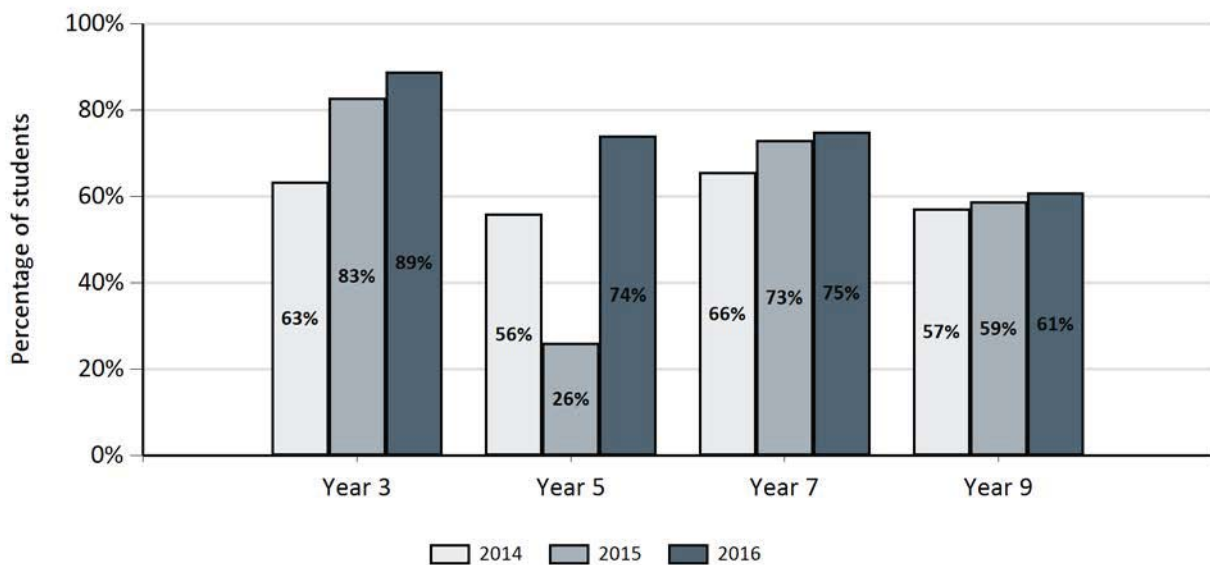
Visible Learning and learning intentions were an expectation of all planning and were evidenced in classroom practice. Professional Development was undertaken in task design with the intent of developing "big picture thinking" based on the verbs of the Achievement Standards. SACE teachers spent PD time collaboratively moderating to improve consistency. Monitoring of student progress informed the intervention strategies across the school with variable success. A continued focus on 'Whole School' approaches in literacy and numeracy have embedded Jolly Phonics, Natural Maths strategies and formative assessment.

## Performance Summary

### NAPLAN Proficiency

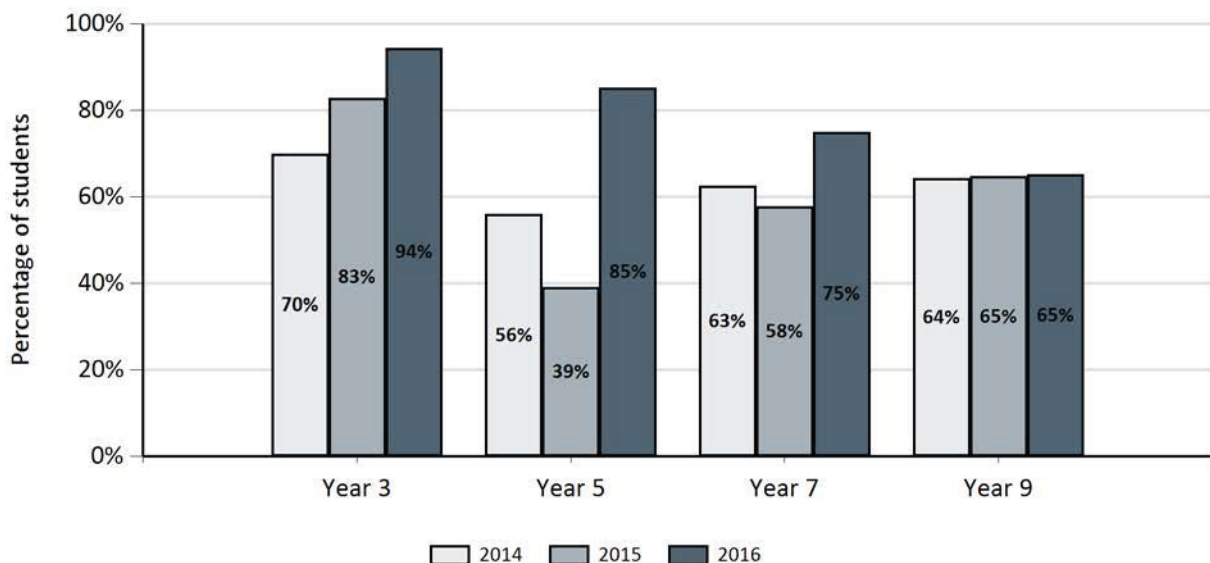
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

#### Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. \*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, September 2016. \*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 2014 to 2016 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)
Lower progress group	22%	25%	26%	25%
Middle progress group	57%	30%	43%	50%
Upper progress group	22%	45%	30%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

\*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)
Lower progress group	17%	24%	18%	25%
Middle progress group	63%	62%	68%	50%
Upper progress group	21%	14%	14%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

\*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 2016	18	18	3	4	17%	22%
Year 3 2014-16 Average	27.7	27.7	4.7	4.0	17%	14%
Year 5 2016	27	27	3	2	11%	7%
Year 5 2014-16 Average	25.0	25.0	2.3	1.7	9%	7%
Year 7 2016	28	28	7	2	25%	7%
Year 7 2014-16 Average	28.7	28.7	5.0	2.3	17%	8%
Year 9 2016	23	23	3	1	13%	4%
Year 9 2014-16 Average	22.7	22.7	2.3	1.3	10%	6%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

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

\*\*NOTE: 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
78%	90%	90.5%

Data Source: SACE Schools Data reports, extracted January 2016.

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

### SACE Stage 2 Grade distribution

Grade	2014	2015	2016
A+	0%	0%	0%
A	0%	0%	0%
A-	6%	1%	3.57%
B+	4%	4%	7.14%
B	6%	14%	15.49%
B-	12%	15%	9.52%
C+	10%	6%	16.67%
C	26%	33%	28.57%
C-	14%	15%	9.52%
D+	12%	4%	8.33%
D	6%	5%	1.19%
D-	0%	1%	0%
E+	2%	0%	0%
E	0%	0%	0%
E-	0%	0%	0%
N	2%	0%	0%

Data Source: SACE Schools Data reports, extracted January 2016.

\*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
78%	82%	91.67%

Data Source: SACE Schools Data reports, extracted January 2016.

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

	2014	2015	2016
Percentage of year 12 students undertaking vocational training or trade training	75%	80%	90%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	47%	50%	90%

## School Performance Comment

Mannum Community College has continued a significant upward trend in academic achievement in all areas of schooling. This is a reflection of our SIP focus on Literacy, Numeracy and Powerful Learners.

NAPLAN: Year 3 reading results show 89 % of students achieved above the national minimum standard and 94% in numeracy which shows significant improvement over a 3 year period. Year 5 have an increase from 26% to 74% in reading and from 39% to 85% in numeracy. Year 7 have continued upward trends - most significantly in numeracy from 58% to 75%. These results are a reflection of the commitment of staff to whole site strategies in these areas. These strategies include Levelled Literacy Intervention as an intervention program, SSO class support in numeracy, Jolly Grammar and well being focus on resilience and productive failure. Year 9 results have maintained their results or had slight increases. The implementation of support strategies for at-risk students and a focus on literacy and numeracy across all curriculum areas will promote greater improvements in the future; this will be a focus in 2017.

Student progress through the bands across a 3 year period is generally at or above the state average. It is very pleasing to note that reading in the upper bands in year 5- 7 is at 45 % - 20% above the state average. In numeracy the tracking of students across three years shows a 12% growth above the state in the middle bands but lower than the state growth in the upper bands. This information is replicated in numbers of students retained in the higher bands. The continued promotion of 'growth mindset' and positive approach to 'productive failure' across the entire school will support the engagement of students to learning. The uptake of whole site agreements in the areas of literacy and numeracy have underpinned the improved results. This includes Natural Maths strategies R - 8 and Jolly Phonics and Jolly Grammar. Self review by teachers and reflection on pedagogy will result in continuous upward trends - this will be a focus of Performance Management in 2017. The analysis of data across year levels informs decisions and promotes the deprivatisation of practice. The partnership development of moderation across the district will support alignment across all curriculum areas.

The Push for Excellence forms the basis of the Middle Schooling years where teachers have identified the needs of students and focus on developing student engagement and the resulting work ethic.

SACE completion rates have continued to grow with only one student not completing. Most year 11 /12 students benefit from involvement in VET courses (21 out of 23).

## Attendance

Year level	2014	2015	2016
Reception	90.5%	90.5%	88.2%
Year 01	95.1%	92.8%	92.2%
Year 02	92.3%	92.5%	92.3%
Year 03	92.1%	93.3%	90.8%
Year 04	91.5%	93.5%	89.5%
Year 05	93.0%	92.0%	93.5%
Year 06	89.8%	92.6%	90.0%
Year 07	90.3%	87.5%	92.2%
Year 08	88.3%	86.6%	89.2%
Year 09	86.1%	85.3%	89.4%
Year 10	74.0%	82.2%	84.8%
Year 11	83.3%	86.2%	88.6%
Year 12	91.2%	85.4%	89.9%
Total	88.9%	89.3%	90.1%

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 followed up in a timely manner as outlined by our policies and procedures. Parents are notified by text of the non attendance of a student. Where a parent does not respond the class teacher initiates contact. Where this is unsuccessful the site leaders engage with parents to support the regular attendance of their child. This support may result in home visits, counsellor contact and referral to agencies both within and outside of DECD. The teacher student relationship is regarded as paramount to improving attendance.

## Behaviour Management Comment

Positive behaviour is encouraged through an "Awesome" approach in the Junior School and "push for excellence" in the Middle and Senior school. We develop positive behaviours based on our RIVER values - Respect, integrity, vitality, excellence and responsibility. Staff work develop strong social and emotional skills to support belonging and optimism. Policies and procedures are reviewed for individualized approaches to students supported by the counsellor. 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. Suspensions – 47; Take home- 31; Time outs with leadership - 145.

## Client Opinion Summary

The Middle years well being survey 2015 identified a lack of optimism across the Middle and Senior School students. Activities in classrooms to develop resilience and a growth mindset have resulted in much improved results for 2016. The wellbeing of the senior students has improved significantly with most feeling that they have strong, positive relationships with their teachers. This is a very pleasing result.

Survey results of staff indicated a lack of knowledge and understanding of the site learning priorities. This will be addressed in 2017 with the development of the SIP and further implementation of the External Review recommendations. Despite the Middle and Senior School 'Push for Excellence' staff did not feel that this was transferring to the standard of work expected from, or produced by, students. Staff feel students do not have a strong work ethic and, again, this will be an area addressed as a priority in 2017.

While staff are proud to work for DECD and in particular Mannum Community College they did not feel that there was sufficient planning for change and that they did not always feel respected by other staff.

Performance management was an area identified for growth - under performance and performance review are seen be issues to be addressed. Staff are keen to have formalised processes.

The school is seen to be well resourced and that it is up to date with current DECD directions. The school community is open to change and willing to engage with new learning. They feel they are supported to undertake training and that others are open to the learning also.



## Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	4	4.4%
Other	0	NA
Seeking Employment	3	3.3%
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	14	15.6%
Transfer to SA Govt School	45	50.0%
Unknown	24	26.7%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

## 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.
4. Maintaining the ac

All staff, workers and volunteers have the relevant, required history 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	60
Post Graduate Qualifications	13

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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	28.7	2.3	15.6
Persons	0	34	3	23

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

## Financial Statement

Funding Source	Amount
Grants: State	114,424.91
Grants: Commonwealth	20,000
Parent Contributions	141,713.07
Fund Raising	6,727.90
Other	93,050.66

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

## 2016 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 2016 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	Whole school , class and individual programs to improve engagement- with an 'Everyones" child approach. Targeted support program.	Students work towards achieving individual goal
	Improved Outcomes for Students with an Additional Language or Dialect	SSO support & training for all staff Literacy levels Students have a relevant 'Oneplan" . Teachers work collaboratively to create programs	Students work towards achieving individual goals
	Improved Outcomes for Students with Disabilities	ADIV- special ED teacher SSO support. Each student has a Oneplan developed with staff, student and parent consultation. SSO support was provided on an individual basis in class. Agency support where needed.	Students work towards achieving individual goals
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students	General review- supplement funding to support involvement in excursions,Camps and events.	LLI literacy program implemented Program supported by ACEO to involve all students R- 7 in First Australian local culture
	- Aboriginal Students	Whole school approaches to L&N in Primary school such as Jolly Phonics & Words Their Way, LLI and natural maths pedagogy.	
	- Numeracy and Literacy	Classes structured to maintain smaller sizes.	
Program Funding for all Students	First Language Maintenance & Development	Staff moderate collaboratively to plan and track student progress.	
	Students taking Alternative Pathways	Wave 2 SSO time implemented.	
	Students with Learning Difficulties	Grant allowed delivery of 'First Language and culture' program to all students in years R-6.	
Other Discretionary Funding	Australian Curriculum		
	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	SSO support across all areas of schooling with a focus on the early years. Targeted interventions for literacy, speech and numeracy.	
	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students	SSO classroom support for identifies students with a focus on challenging thinking and individual investigations.	
	Primary School Counsellor (if applicable)	0.64 Counsellor support is supplemented to 1.0. Whole school programs, individual and small group targeted counselling, attendance and engagement support. CPC support and liaising with agencies, PCW and ACEO.	Crisis support for individuals and families. Whole school days eg - Harmony day