

# mylor primary school annual report 2012

## 2012 Highlights

# Civics & citizenship

## What is it?

Civics & Citizenship can be divided into two main learning areas; Civic Knowledge and Understanding and Community Engagement. One is responsible for learning and understanding about how democratic society is structured and operates. The other provides opportunities to develop and apply the skills of being a citizen. During 2012 the students were given the opportunity to participate in two significant Civic and Citizenship initiatives.



## Mylor Parliament

In 2012 Mylor student parliament was formed to provide all students across the school the opportunity for 'genuine student voice'. This involved exploring how our own South Australian parliament works and being a part of a 'mock' parliament session and excursion into town to visit the real thing.

During Mylor Parliament, the speaker of the house chairs the meeting, and everyone is able to 'pitch' ideas and proposals to the rest of the group. All students have had a chance to voice an opinion and be involved in a number of student initiated changes to the school and how it operates.

## Action Groups

2012 saw the continuation of our Student Action Groups. Building on from the success of the 'chickens', action groups were formed around current issues or concerns that were brought to the attention of the student parliament. Each action group consisted of a leader, a timekeeper and a secretary and every student was invited to be a part of an action group that interested them.

*above left: one of the action groups at work.*



*top: Jack P addresses the parliament*

*"Civics & Citizenship teaches students to be informed, empowered and engaged citizens and decision makers."*

*Mylor Primary School is dedicated to developing 21st century learners and the leaders of tomorrow."*

Jonah Haines



**mylor primary school**

*Building the confidence to thrive*

Strathalbyn Road Mylor SA 5153

[www.mylorps.sa.edu.au](http://www.mylorps.sa.edu.au)



# Combined School Sports Day at Mylor

2012 was Mylor's year to host the Combined Schools Sports Day. Held at the Mylor Oval, participating schools included; Basket Range, Heathfield, Scott Creek and Upper Sturt.

The day opened with the traditional heath hustle where each school came up with their own representation of the song and presented movements. A long run, tabloid events, sprints, relays and team games followed.

Students not only competed for their school, but also for their colour, ensuring that we took advantage of the opportunity to mix up the students from all five schools.

Once again, this was a fantastic event that provided the opportunity for our students to feel part of a 'big school' whilst still maintaining all the advantages of working in a smaller group.



above right: James wins his sprint.  
right: Mylor tunnel ballers.  
below: Ready, Set, GO!  
Once around the oval...



## Investing in our Staff

*The "biggest effects on student learning occur when teachers become learners of their own teaching, and when students become their own teacher".*

*"what teachers do matters", particularly those who teach in the most deliberate and visible way.*

John Hattie, *Visible Learning*, 2010

2012 has been a year of learning for our staff, with successful grant applications to look at the way we teach and learn mathematics, a trip to Melbourne to investigate other innovative schools, individualised and personalised access to training and development, and increasing expectations linking the teaching to the learning.

## Improvements to learning spaces

Student learning environments that support 21st century teaching and learning have been a key focus area for staff over the last two years. As such, we continually find ourselves looking for 'better ways' to support student learning, and a feeling of 'home' within our learning spaces.

2012 saw some further developments in these areas; we removed walls and expanded the 'Davinci suites', the outdoor learning classroom was completed, ensured that each learning space was targeted to suit all learning styles, purchased new and inviting furniture, painted and more...



## Back to front Maths

Throughout the 2012 all teaching staff were involved in ongoing professional learning with Tierney Kennedy in a mathematics program called 'Back-to-front-Maths'. This approach to maths teaching uses problem based situations to examine students' concepts, understandings and thinking about maths and, importantly, highlights misconceptions which can then be focused on.

right: Liam R & Adam working through a maths problem.

## Governing Council review

Last year I described the year as one of nurture and growth, as I reflect on this year the same sentiments come to mind.

We've welcomed a number of new students to the school, and playgroup continues to grow introducing potential new families to Mylor Primary. We also farewelled 8 grade 7s and I'm sure their time at Mylor will stand them in good stead for their future learning.

Staff continue to develop and refine a personalised learning methodology, to stimulate and engage the students and the re-appointment of Ms Boehm for a further five years will further consolidate this approach.

And, I'm sure all involved with Mylor will continue to strive to create an environment that gives our children the confidence to thrive.

Finally, I'd like to thank all those who have volunteered their time over the year, it's vital to the success of the school.

Darren Miller, Mylor GC Chair 2012



above: One learning area was a fire truck!

## Personalised Training and Development

- Felicity & Jonah learn about Persuasive Texts and 'Natural' Maths
- Lisa commences her Certificate 4 in Accounting
- Margie commences her Diploma in Children's Services
- Felicity, Jonah, Kylie & Ngari combine with Lobethal and Nairne Primary Schools on a day of Maths learning
- Jonah learns more about Geometry
- Felicity participated in the Aspiring Leaders course through the Adelaide Hills regional office
- Professional learning community with Scott Creek PS and Heathfield PS

## Melbourne Study Tour

This year our intended areas of study were around exploring the notion of 'how far we had travelled', 'learning and classroom design' and 'Big picture education'. These focus areas saw us visit Silverton PS, Wooranna Park PS and Ascot Vale PS respectively.

For the staff team, we realised that our journey from 2010 has been significant,

but that coupled with this, there was still significant improvement to be made.

In general, our learning reminded us of the need to continue to focus on 'personalising learning' for all, and that with this, a better and more efficient way of monitoring and assessing students was needed.

right: The art studio at Wooranna Park PS



## Empowering Local Schools (ELS) Grant

During 2012, Lobethal PS, Nairne PS, Mylor PS and Birdwood HS decided to strengthen our relationships by exploring the notion of 'personalised learning' from birth to adulthood and by applying and being successful in securing \$200,000 to do so.

This has enabled many opportunities for new learning during 2012, including funding for the staff to visit Melbourne, additional non-instruction time for staff to explore and have conversations about learning together, Ngari's work with the AITSL Local leadership program and engaging with experts in the field of Numeracy and Literacy.

With funding still available in 2013, we will look to strengthen the way in which we 'personalise learning' for students, and how this is reported effectively to parents.



## 2012 Site Improvement Plan Review

2012 sees the end of our three year Site Improvement cycle, and as such, a formal review will be conducted to look at our major 'beacons' we were working towards, how far we have travelled, and the setting of new directions for 2013 and beyond. An invitation to parents outside of Governing Council was offered, with a small amount of interest received. In review, 2012 brought continued focus on each of our three areas, with significant movement forward recorded.

### Raising Achievement

- At Mylor PS all students are given the opportunity to reach their full potential through innovative teaching and learning programs
- All students at MPS participate in the co-construction of iPlans to cater learning to the individual to raise achievement
- Using Assessment for Learning as a key driver, teachers change their practice to raise the achievement of all students

2012 saw a continued focus on using student data to inform practice which was demonstrated in the co-construction of student iPlans where Numeracy and Literacy targets were a major focus. Innovative teaching and learning programs were supported with the introduction of new pedagogy (Back to front maths) which allowed staff to question students understanding and reasoning, without making assumptions about acquired learning.

Staff continued to meet regularly with Scott Creek PS and Heathfield PS using Assessment for Learning as the key driver in changing teacher practice. Staff shared programs and strategies that they had been trialing in their classrooms and received feedback from others.

The Melbourne study tour was again a huge success, bringing the staff together whilst allowing dedicated time to reflect and plan our way forward.

### Learner Engagement and Wellbeing

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### Using Information Communication Technologies (ICT) to strengthen teaching and learning

- ICT – Anywhere, Anytime but not all the time
- Mylor PS Students are actively using ICT anywhere anytime as a tool to enhance learning
- Mylor PS staff knowledge, expertise, teaching and learning programs and methodologies are at a level which supports this goal
- ICT at Mylor PS is not simply being used to support traditional classroom practice but it used to reshape teaching and learning processes thereby contributing significantly to enhanced student outcomes

2012 saw the introduction of a range of new technologies, purposely steering the students away from the notion that 'without computers we were not able to do any learning'. It had become evident that a small group of students had become reliant on the using the computers for 'research' whilst not being able to clearly demonstrate the skills teachers we looking for or the depth of understanding we had hoped for.

Teachers agreed to change the focus to the skills of reasearching, and used a range of other 'IT' tools to enhance the learning.

- Student conducted Audio tours for visitors to the Acquaintance night and AGM,
- Geocaching using GPS was offered as an optional masterclass,
- R-2 students demonstrated understanding by producing claymation of the Mem Fox book – 'Where is the Green Sheep?'
- Stirling District photography competition

# 2012 School Data Analysis

## Teacher Qualifications

All staff value the notion of Professional Development, and are continuously looking at ways to learn more, and challenge their existing practice. This approach ensures all students at Mylor are receiving the highest possible quality education.

All staff have the required teaching qualifications as per the South Australian teachers registration board.

Qualification Level	No. of Qualifications
Graduate Degrees or Diplomas	7
Post Graduate Qualifications	0

## Workforce Composition

During 2012, the staff team consisted of the Principal, three teachers, one language specialist, two administration staff and our playgroup coordinator. The school also employed a regular Arts/PE teacher to work with all students.

Workforce	Teaching Staff	Non-Teaching Staff
Full-Time Equivalents	3.6	1.08
Persons	6	2

## Student Achievement

As in 2011, the school participated in two major 'data weeks' where the collection of student achievement in spelling, reading comprehension, vocabulary, maths, bullying and harassment, and student wellbeing was undertaken.

Results of these tests informed decisions around grouping students for a particular purpose. It also gave teachers details around individual achievement and gaps to inform teaching practice and the development of student iPlans. (Negotiated short term learning plans)

Data was presented on our data wall and reflected upon regularly to ensure that all students were being considered in every decision.

To further support student achievement, students in years 3, 5, & 7 sat the NAPLAN tests, with analysis of these tests not providing any surprises outside of the trends we had already identified in our own school based data.

It was pleasing to see students in year 7 achieving results in the highest state proficiency band, again reinforcing for teachers that the personalised approach we are taking is having significant effect on overall student achievement.

## Student Attendance

Analysis of the student attendance data for 2012 has shown that for most year levels (5 of 8) there has been an increase in the overall attendance rate. Across the school, the average attendance rate has increased by 0.6%. For the year levels recording a decrease in attendance, the data suggests that this is due to one or two students.

To improve our collection of attendance data, late passes and further follow up phone calls have been implemented. The collection of 'reasons' for absences still remains an ongoing issue, and further investigation will be needed in 2013.

Copies of the attendance policy have also been sent home to families.



# 2012 Opinion Surveys

Each year, parents, staff and students are invited to provide feedback on four areas of the school program. These areas consist of; Quality of teaching and learning, Support of learning, Relationships and Communication and Leadership and decision making.

## Parents

14 Families participated in the annual opinion survey for 2012. This is a significant increase in the number of families whom completed the survey in 2011 and 2010, and should theoretically provide a more balanced representation of the views of the whole school community.

### Strengths - 100% agree with the following statements

- My child has access to quality materials and resources to help him/her learn
- I am satisfied with the management of facilities at the school
- This school provides opportunities to discuss my child's progress

### Areas for further consideration

- The school includes parents and community in decision making
- This school encourages students to have a sense of pride in their achievement

## Staff

Due to the small number of staff completing the survey, analysis cannot be reported without identifying individual responses.

## Students

16 students were chosen at random to complete the 2012 opinion survey. Students were in year 3 to 7.

### Strengths - 100% agree with the following statements

- There is someone at school that I can talk to if I have problems
- I feel safe at this school
- I am happy to be at this school
- Students get to help make decisions about things like school rules and student activities
- I am involved in making decisions about my education

### Areas for further consideration

- Teachers clearly explain what students are learning
- Everyone takes good care of the school
- I get excited about the work I do



above: Brenton Playford helping, Benjamin, Shane and James with some tree planting.

## 2012 Income by Funding Source

Grants: State	\$ 489,142.88
Grants: Commonwealth	\$ 119,241.84
Parent Contributions	\$ 7,754.25
Other	\$ 16,788.00



## mylor primary school

Strathalbyn Road Mylor SA 5153 | phone 08 **8388 5345**

Principal **Ngari Boehm** | [Ngari.Boehm827@schools.sa.edu.au](mailto:Ngari.Boehm827@schools.sa.edu.au)

[www.mylorps.sa.edu.au](http://www.mylorps.sa.edu.au)



**Government of South Australia**

Department for Education and  
Child Development