

mylor primary school annual report 2013

2013 Highlights

Whole School Camp

This year saw the school participate in a whole school camp to Arbury Park in the first week of the year. At the end of 2012 we had 8 year seven's leave for high school. This particular group of year seven's had been looked up to as the leaders of the school for the last few years. To continue developing the sense of community and to develop the 2013 students leadership skills, it was decided to go on a whole school camp at the beginning of the year.

This gave students the chance to work in R-7 groups, consolidate old friendships and form new ones. It also gave teachers and students the opportunity to work with their new Advisory Group. We chose to have the camp at Arbury Park so all children could be involved.

New students had the opportunity to participate in the day-time activities and then be picked up at a time suitable for them. After the first night most of the new students asked to stay for the second night.



Whole school camp highlighted what a welcoming community students and families of Mylor are. The new students and families were welcomed with open arms.

Advisory Groups

After reviewing our iPlan process from 2012 we found that there had been some difficulty implementing these to their full potential as some children were split between different teachers for literacy and



above & left: Teamwork and leadership were a focus. While James beats the jungle drum.

numeracy, making it difficult for staff, students and parents to keep an accurate record of children's learning in relation to their iPlans.

In 2013 we formed R-7 Advisory Groups to address this issue. The school was split into 3 Advisory Group with a teacher assigned to each group. 3 hours a week was set-aside for 'Advisory Time' where students worked in their R-7 groups.

During Advisory Time students worked on individual iPlan goals and participated in R-7 activities to develop personal and social capabilities.



mylor primary school

Building the confidence to thrive

Strathalbyn Road Mylor SA 5153

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Science Block

2013 saw the introduction of our 2 week science block. Science became a reportable area from the Australian Curriculum in 2013 with R-3 students needing to engage in 90 mins of science a week, and years 4 - 7 120 mins a week. After reviewing how we have been teaching Science at Mylor over the last few years staff decided that we were not providing students with enough depth and that Science had become a series of stand alone lessons, not allowing children time to develop their understandings.

To ensure the students were getting the opportunity to participate in rich, inquiry based science we chose to dedicate 4 weeks (2x 2 week blocks) a year totally to Science. Over the 2 weeks students would develop their own inquiry projects, participate in Masterclasses and conduct experiments, with the expectation of them presenting their learning at a Science Expo.

We used the Scientist in Schools program to have Nat Betts come in twice a week to set up experiments and teach students to write scientific reports. We also had experts from other scientific fields deliver optional Masterclasses that students chose to attend. By providing students with the opportunity to choose their areas of interest, student engagement was raised; the quality of work improved and students gained a greater depth of understanding.

Our term 1 Science Fair was open for families to attend with over 90% of the school community attending. After the success of the first Science Expo we invited the wider Mylor community to attend the term 3 Expo. After the term 3 Expo we had a lot of positive feedback from parents and the community about the improvement in quality of the students presentations and their ability to articulate their learning in a clearer manner.



top: <to come>
above: <to come>

Mylor Ark

After seeing a variety of learning platforms at schools on our 2012 study tour to Melbourne and how they can enhance learning and student engagement, Mylor contacted Heathfield High School to develop a plan to build an outdoor learning platform at Mylor. After working with designers and engineers the Mylor Ark was approved for construction at Mylor. During term 4 the students in the 'Doorways' program worked on the building of the ark every Thursday. While it is still currently under construction it is planned for it to be completed by the end of term 1 2014.



right: Everyone dressed up for Book Week celebrations.

Governing Council review

When I sat down to think about the year I wondered what was I going to write because it wasn't immediately obvious what had occurred. As I started to list items of interest I was rather surprised at what had been achieved, which is a testament to the staff and others who've helped throughout the year to make things happen with a minimum of fuss.

We started the year with a new OSHC service, not only for Mylor but also servicing Scott Creek and Heathfield Primary schools. To enable service to function the three schools have leased a 12 seater bus. The Hop Rod as it's known drops the kids at their school in the morning and collects them again in the afternoon.

The Hop Rod also enables staff to broaden the students learning through excursions and sharing experiences with the other schools.

Linking with other schools in the area is important as it provides a number of extra opportunities for the children that might not normally be available to a school of our size. The music project conducted by Tina a year 12 Heathfield High student, is a great example of this. Tina came to the school once a week for three terms and took a group of children through a range of different musical activities, culminating in a funky concert at Heathfield.

Some of you may have noticed the Mylor Ark currently under construction, this is another example of working with Heathfield

as it's being constructed by the Cert 3 construction students. Once complete early next year will provide the children with not only new play space, but a unique learning environment. I've heard some of the plans the staff have for it and it sounds exciting.

Playgroup has continued to thrive bringing new families into the school community. Our Art teacher has found a new use for the activity room. An art studio has been set up enabling the students to experiment and develop artworks in media such as painting, sculpture and textiles.

Evidence of this work was shown to the broader Mylor community at the EyeSpy exhibition in October.

The schools major fundraising event, Bonfire Night was quite successful, the weather was kind and the new organising committee, who put in a mountain of effort, ensured the night went smoothly. Funds raised have enabled the construction of the Mylor Ark.

We are indeed fortunate to have the support of many people who volunteer their time making a valuable contribution to the school and in turn to the students learning. Whether it be conducting specialist programs, running a masterclass or helping out at a working bee, the school couldn't function as effectively without you.

It's truly appreciated.

Darren Miller, Mylor GC Chair 2013



Bonfire Night in 2013 took on a greater community feel, with all Mylor families participating in some way. During 2013 a Bonfire committee was formed to help with the organisation of the night.

Families were all given the opportunity to be part of the committee where new ideas were discussed and the handover of some stalls took place. With a large number of new families becoming involved in Bonfire Night it was important for them to work with the experienced families, to ensure the continued success of the night.

In the lead up to the night families that were unable to attend on the night were involved in other aspects such as helping prepare food, organising the raffle or collecting equipment for the night. 2013 saw the successful introduction of live music, curries and beer from the Lobethal Bierhaus.

Once again Bonfire Night was a huge success, which was only made possible with the Mylor community. The Bonfire committee will meet early in term 1 to begin organising 2014 Bonfire Night.



below: Matt working hard at the Bushfire clean-up.





above: The Hop Rod at the Stirling Pageant

OSHC & the HOP ROD

2013 saw the opening of our new combined OSHC service with Scott Creek and Heathfield PS. Over the last few years the need for parents to have the ability to access before and after school care had risen. While each site (Mylor, Scott Creek and Heathfield PS) did not have enough students to run their own service there was high enough demand for us to run a combined service.

After gaining approval to run a service at Mylor PS we began offering before and after school care midway through term 1. Being a new service numbers started fairly low with 1-3 children using before school care and 3-5 children using after school care. Our OSHC director Chris Bauer worked with all 3 schools to promote the service and based the daily program around the interests of the children in care.

This saw numbers in after school start to increase with an average of 5-8 children in care.

The opening of the combined OSHC service also saw the 3 schools lease a 12-seater mini bus to transport children between sites. While the bus is primarily used for transporting students for OSHC it is also available for the 3 schools to use for transporting students on excursions.

During term 4 Chris resigned as OSHC director and we employed Jenny Greenow as a temporary replacement. At the end of 2013 before school care numbers remained the same, with after school numbers slowly increasing as more regular bookings were made.

We anticipate continuing seeing numbers increase in 2014, with the service providing an engaging and varied program and regular promotion between all 3 sites.



below: Senator Sarah Hansen-Young after her visit with Jack P, Ella, Jack M, Jim and James.

Civics & Citizenship

The Civics and Citizenship program was strengthened further in 2013 with the continuation of Student Parliament and Action Groups.

Student Parliament became a highly valued time within the school, with all students seeing it as an opportunity to voice their opinions and raise concerns. Student Parliament reinforced students understanding of a democracy as well as teaching students responsibility over their learning. Students began working together to write proposals to present to the student body. These proposals developed over time from being a group of students wanting to organise something to students detailing safety requirements, prices and writing letters to teachers to ask permission and negotiate suitable dates.

Over the course of 2013 there were many student led proposals passed through parliament and a variety of different activities organised. Some of these were extremely successful, such as 'Corn for Kiva' and others such as the 'Wheels Day' group needed closer attention paid to the organisation.

This process proved to be a huge learning experience for the students involved as they learnt the importance of organisation and taking responsibility for the roles they have within their group.

2013 Site Improvement Plan Review

2013 saw a consolidation of our Site Improvement Plan and a year of reflection. We used the year to continue working on Raising Achievement, Learner Engagement and Wellbeing and using ICT to strengthen teaching and learning. 2014 will see the development of a new Site Improvement Plan, an invitation will be extended to the parent body to be involved in this process.

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.

2013 saw a continued focus on using data to inform practice. Staff continued using the PAT Reading, PAT Vocabulary, PAT Maths to gather data on each student, and introduced a new diagnostic spelling test to personalise the teaching of spelling. Staff continued to collect data using Running Records, checklists and assessment rubrics throughout the year to inform practice. 2013 saw the introduction of Advisory teachers, who were responsible for the development and implementation of student iPlans. To ensure iPlans were catering for the needs of the individual Advisory teachers negotiated the review time with families according to the needs of the students. Some families met formally twice throughout the year, while other met on a monthly basis according to the goals set and the needs of the child.

Staff continued to meet with staff from Scott Creek and Heathfield PS. 2013 saw the introduction of co-planned units of work across the 3 sites, with staff meeting at the end of units of work to moderate. Staff were involved in classroom observations, where a particular Assessment for Learning strategy was carefully observed and staff discussing the observations together. By de-privatising classrooms teachers are made to think about their practice and need to articulate their reasoning to other professionals.

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 is used to reshape teaching and learning processes thereby contributing significantly to enhanced student outcomes.

With the majority of students now feeling comfortable with the ICT available to them, the focus for 2013 became students sharing their knowledge with others. Older students ran Masterclasses for younger students, students and staff worked together to use new apps on the iPads and younger students became confident in their skills.

The use of technologies shifted from tools used to research to presentation tools. Students comfortably used 'Book Creator' to share their learning during the Science Expo, students used iPhoto or Comic Life to produce articles for the Bugle and staff used 'Teacher Assistant Pro' to track student behaviour.

At the end of 2013 we were experiencing a lot of difficulty with the laptops, internet and server. This problem will be addressed during the IT upgrade at the beginning of 2014 with new laptops and iPads being purchased, a new server being installed and Apple TV being installed to make better use of the interactive whiteboards.

Learner Engagement and Wellbeing

- All students and staff at MPS have the right to feel safe
- Students and staff at MPS want to be involved in setting the directions of the school, and actively participate in finding ways to make MPS an exciting and enjoyable place to learn and teach

Teachers at Mylor worked with the TfEL (Teaching for Effective Learning) team to collect data from students about their teaching practice. Staff from the TfEL team observed each teacher teach for an hour and used the TfEL tools of engagement observation grid to pinpoint teacher's strengths. The team then worked with students to complete the online survey based in the lesson they had been involved in. The TfEL online compass is designed for students to use to comment about how their teacher personalises learning, develop expert learners and create safe and rigorous learning environments.

These surveys are confidential allowing students to be honest and providing teachers with an informative view of their teaching practice.

To increase student engagement in specific learning areas Mylor introduced a 2-week intensive science block. Twice a year students participate in 2-weeks of science. Students are given the opportunity to develop their own projects based on their own areas of interest. They must develop 2-3 inquiry questions about their chosen area and compete a presentation to be shared at the Science Expo at the end of the fortnight. Student engagement during the 2-week block was the highest we had ever seen.

Students who are regularly late for school were at school on time and overall attendance increased. One student was offered a day at home, but refused because 'he might miss out on something'.

Civics & Citizenship provided students with genuine student voice. All 'Action Groups' were based on student's passions and required minimal teacher input. Student Parliament was totally student run, with teachers becoming bystanders when parliament was in progress.

2013 School Data Analysis

Teacher Qualifications

All staff value Professional Development and are continuously attending Training and Development sessions to improve their teaching. With new teaching standards (AITSL) being introduced and each teacher required to undertake 60 hours of professional learning to keep their teacher registration the professional learning is a high priority for all staff.

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

Qualification Level	No. of Qualifications
Graduate Degrees or Diplomas	6
Post Graduate Qualifications	0



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Workforce Composition

During 2013 the staff team changed throughout the year. Term 1 consisted of the principal, three teachers, one language specialist, one arts specialist, one finance/school support officer and one playgroup co-ordinator. From term 2 it consisted of the principal, two teachers, one language specialist, one arts specialist, one finance/school support officer and one playgroup co-ordinator.

Workforce	Teaching Staff	Non-Teaching Staff
Full-Time Equivalents	3.6 (t1) 3 (t2,3,4)	.8
Persons	6 (t1) 5 (t2,3,4)	1

Student Achievement

As in previous years the school participated in 2 major 'data' collection weeks over the year, with teachers also collecting data based on English, Maths, Student Well-being and Bullying and Harassment throughout the year. Teachers analyse individual students results and use this data to develop student iPlans. Results from these tests assisted teachers in the 'grouping' of students for English and Maths and were revisited throughout the year to ensure student's needs were being met.

After the term 3 data collection week staff analysed the results together and reflected on their own teaching practice. During term 3 approx. 25% of the school moved to the next learning group as a result of the work being done on iPlans and the personalisation of student tasks.

Every year students in year 3, 5 and 7 undertake the NAPLAN test. The results in 2013 saw a few surprises with some students not performing as well as expected in particular learning areas and others exceeding expectations. Due to the number of children in each year level we are unable to publish specific results or growth trends.

As a result of some children not achieving the level expected, staff took each student's results and analysed the areas needing focus. Individual programs were tweaked and some iPlan goals revisited to ensure these areas were being addressed.

Student Attendance

Analysis of the student attendance data for 2013 has shown that for most year levels attendance rates remained steady in comparison to 2012, however the number of late arrivals increased. While late arrivals were generally from 4-5 families statistically it makes up nearly 15% of the school. The number of days late vary from most families being late 2-3 days over the course of the year, 15% being late for more than 20 days and 6% being late for more than 70 days.

Lateness appears to be the biggest area needing addressing in 2014. To improve this, identified families will be sent home regular letters with attendance figures for their children and the community will be provided with articles about the impact attendance has on children's learning.

2013 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

13 families participated in the annual opinion survey in 2013. This is consistent with the participants from 2012 and should provide a balanced representation of the whole school community. The 2013 survey was done completely online with results being electronically.

Strengths - 100% agree with the following statements

- Teachers at this school treat students fairly
- The school is well maintained
- I can talk to my child's teacher about my concerns
- My child likes being at this school.

Areas for further consideration

- Student behaviour is well managed at this school
- My child's learning needs are being met at this school
- Teachers at this school motivate my child to learn.

Staff

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

Students

Due to IT issues during term 4 students were unable to complete the online survey. However due to a strong Student Parliament we are able to report on students opinions using the issues raised during parliament.

Strengths - Students believe these areas are working well within the school

- Students get to help make decisions about things like school rules and student activities
- There is someone at school I can talk to if I have a problem

Areas for further consideration

- Student Behaviour – some students expressed not feeling safe in different areas of the yard during playtime
- I get excited about the work I do



above: Liam B planting a tree on National Tree Day.

2013 Income by Funding Source

Grants: State	\$ 541,170.39
Grants: Commonwealth	\$ 4,816.21
Parent Contributions	\$ 15,203.32
Other	\$ 62,234.37





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