



# Munno Para Primary

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## Annual Report 2009

### Celebrating our Successes!

All of our playground areas had shade structures put over them, providing our students with sun safe play areas.



An outdoor gym was installed which is used by our Year 5 - 7 students and members of the wider community.



A new playground was installed for our Reception - Year 2 students.

This provided an extra play area and added safety for our young students.



### Our Vision

At Munno Para Primary School we provide quality teaching and learning programs for all students through encouraging, respect, responsibility and opportunities for success. Our students learn in a safe and caring environment. Students at Munno Para Primary School develop the skills for life long learning in an ever changing world.

### Our School Values

#### Respect



#### Responsibility



#### Success



### 2009 Highlights

2009 was an extremely busy and successful year for Munno Para Primary School. In Week 9 of Term 1 Munno Para Primary School underwent an extensive audit by the outside Supporting Improved Literacy Achievement (SILA) review group. The review involved staff, students and parents. It was an intensive process which was undertaken over a three day period which provided key recommendations and challenges to guide us with developing more appropriate and challenging literacy learning programs for all of our students. Our staff embraced this rigorous progress and they are well on their way to achieving greater literacy outcomes for their students.

Our Year 5 - 7 students were involved with numerous opportunities to participate in SAPSASA events including: sports day, soccer, football, netball, rugby and many more.

Our magnificent choir, under the direction of Betty Burbidge, performed on a number of occasions to the whole school throughout the year. They also performed at the Festival Theatre which was an outstanding performance and one that was truly a privilege to watch.

Many students from Years 5 - 7, under the direction of Belinda Kopania, worked hard to put together their J Rock performance. These students gave up their lunch times to practise their performance. They performed at the Entertainment Theatre with many other schools and did an outstanding job. Ms Kopania was assisted by a number of parents and their support and dedication is much appreciated.

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## Celebrating our Successes!

NAPLAN Data is analysed and up in the staffroom to assist staff to regularly revisit the need for student improvement.



## NAPLAN DATA 2009 - MPPS mean results compared to National results.

NAPLAN	Numeracy		Reading		Spelling		Punctuation and Grammar		Writing	
	MPPS	National	MPPS	National	MPPS	National	MPPS	National	MPPS	National
Year 3	342.8	394.1	345.3	410.9	318.8	404.8	349.7	419.9	370.1	414.0
Year 5	430.5	486.8	431.6	494.0	430.4	487.1	435.4	500.0	447.2	484.5
Year 7	476.6	543.5	515.0	541.2	512.4	540.0	492.7	539.5	471.6	532.5

## Growth Data

	Numeracy		Reading	
	Progress Group	MPPS	Progress Group	MPPS
Year 3 - 5	Lower 25%	50	Lower 25%	33.3
	Middle 25%	37.5	Middle 25%	48.1
	Upper 25%	12.5	Upper 25%	18.5
Year 5 - 7	Lower 25%	57.6	Lower 25%	39.4
	Middle 25%	36.4	Middle 25%	51.5
	Upper 25%	6.1	Upper 25%	9.1

## Benchmark Data - % of students who achieve at or above National Benchmarks.

	Numeracy	Reading	Spelling	Punctuation and Grammar	Writing
Year 3	91.7%	94.5%	77.8%	77.8%	91.7%
Year 5	85.7%	80%	75.8%	81.8%	81.8%
Year 7	87.5%	92.5%	85%	82.5%	82.5%

2009 saw Munno Para Primary School undergo an extensive review of Literacy through the SILA review process. As a result of that a number of recommendations were made:

### **FOCUS ON LEARNING**

- R-7 literacy learning and teaching agreements that achieve curriculum coherence and promote common whole school literacy approaches;
- Higher expectations and engagement of learners through the use of more challenging pedagogies to be inclusive of *all* learners."

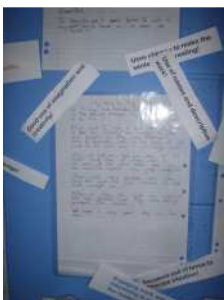
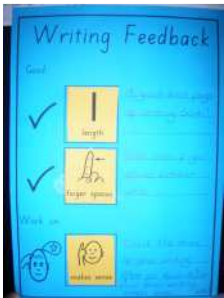
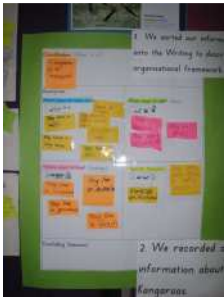
### **ATTEND TO CULTURE**

Develop cohesive, whole school professional development and performance management processes that promote staff sharing, moderation and critical collaboration.

# Annual Report 2009

## Celebrating our Successes!

*Our staff work extremely hard to provide their students with rich, purposeful learning environments that support their students' learning.*



## SET DIRECTION

- Develop a targeted Site Improvement Plan, based on investigation of key data that establishes clear targets in teaching and learning at site and classroom levels to achieve the review recommendations;
- Further develop planning expertise to better connect classroom programs and practices to achieve the SIP goals/targets and raise student learning outcomes.

## SHARE LEADERSHIP

- Reviews and positions their role as instructional leaders to strengthen the focus on improving learning outcomes through the provision of aligned and rigorous curriculum delivery R-7;
- Works with staff to extend the responsibility of staff to share effective practices and support colleagues in joint whole school improvement.

As a result of this process the following actions were taken:

- All staff completed 5 days of professional learning on effective classroom management and instructional strategies. Staff were conferenced as a result of classroom observations and provided with feedback on the strategies that they used and why these worked in a classroom. Through this program all staff became more confident in setting high expectations for all of their students and increasing the active participation of all their students.
- Mrs Smith attended First Steps Writing training to be able to lead and facilitate our whole of school approach to writing. All staff were trained in First Steps Writing. This will be implemented in all classrooms in 2010.
- Ms Kopania attended First Steps Reading training to be able to lead and facilitate our whole of school approach to reading. All staff will be trained in First Steps Reading in 2010 and this will be implemented in all classrooms in 2011.
- As a whole school we analysed our 2009 NAPLAN data in Literacy. Through this staff identified writing, spelling, punctuation and grammar as key priorities for 2010.
- Mrs Burbidge and Ms Woodlands attended NAPLAN Writing Marking professional learning and then lead and facilitated the whole school in developing an understanding of the key aspects of the marking key. As a result of this all staff implemented an action learning project focusing on developing their students understanding of sentence structure to improve their writing.
- We restructured our staff meeting days to provide time for collaborative planning time for each of our learning teams. These meetings have a key focus on Literacy and provide our staff with opportunities to share best teaching practice, to plan their learning programs, to assess students work and ensure that there is clear curriculum coherence amongst the learning team and across the school.
- Staff developed planning guides for Writing for each Year Level across the school, in line with the SACSA framework, providing staff with a

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## Celebrating our Successes!

**What parents say:**  
16 people responded to the opinion survey.

79% believe their child receives a high quality education at MPPS.

82% believe that our staff know what their children need to know to learn.

76% believe our staff are enthusiastic in their learning.

93% believe that students from all backgrounds are treated fairly.

75% believe our staff listen to parents/carers about their child's needs.

78% believe that MPPS is always looking for ways to improve what it does.

### Areas to improve:

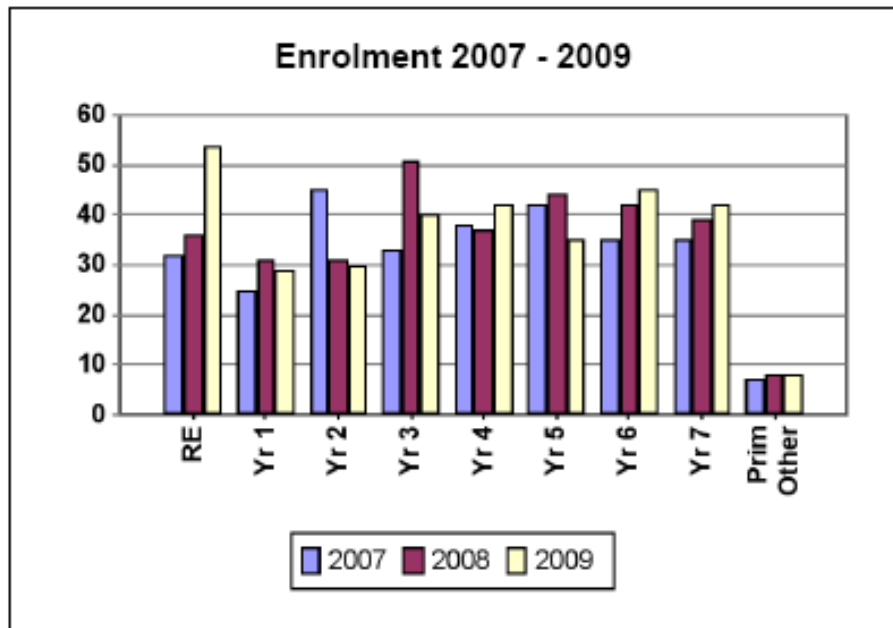
- High expectations for students.
- Provide more opportunities for parents to have a say in the school.
- Receive more 'helpful' information about their child's progress.
- Know more about the MPPS' planning.

*Due to industrial action staff and students did not participate in this*

clear scope and sequence across the school, a clear understanding of what is expected to be taught at each year level and a common understanding across Munno Para Primary School.

## Student Enrolment Trends

### Enrolment



## Student Behaviour Data

### Behaviour Management - Term 2

	Students					
	2007		2008		2009	
	M	F	M	F	M	F
Suspension	4	0	12	0	3	0
Exclusion	0	0	0	0	1	0

	Students to Incidents				
	No	School	Region	DECS	Index
Suspension	3	1.3	1.3	1.3	1.3
Exclusion	1	1.0	1.0	1.0	1.0

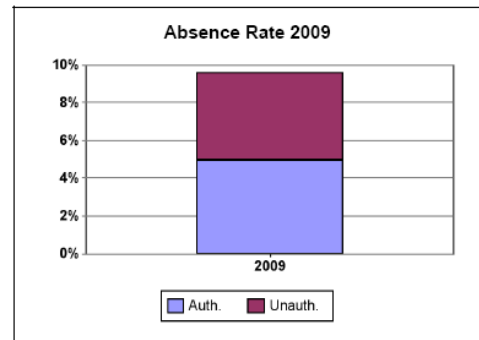
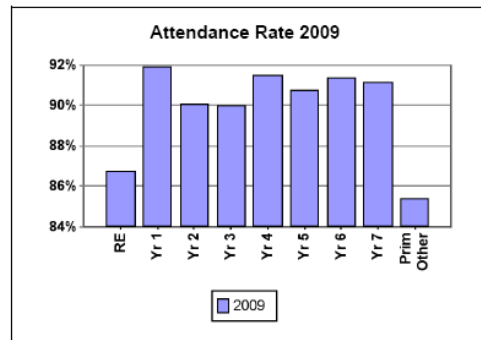
# Annual Report 2009

## Celebrating our Successes!

2009 saw our school extensively reviewed. Our staff embraced this process, accepted the outcomes and recommendations and are ready, willing and able to move onwards and upwards. 2010...here we come!



## Student Attendance Data



## Staff Information

Teacher Qualifications	
Masters Degree	2
Bachelor of Education	16
Diploma of Teaching	7
Graduate Certificate	2

## Staff Attendance Data

The staff attendance rate was 66%, this was due to a number of our staff having very serious and potentially life threatening illnesses. It was a credit to all of staff, students, parents/carers and wider community in the way they rallied around and supported the school to continue to providing quality learning programs for all of our students.

## Staff Retention Data

Table 1	Perm	Temp	Total
a) Total number of teaching staff employed during 2009 school year	18	6	24
b) Number of above staff employed at the school during 2008 school year	14	3	17
c) Staff retention (b / a * 100)	77.78 %	50.00 %	70.83 %

In 2010 we will be working extremely hard to try and get some of our contract positions through to advertising and retain some of our great staff on longer term appointments.

## Expenditure and Teacher Participation in Professional Development

In 2009 we spent approximately \$ 35 000 on professional training for all of our staff, that is our teaching and non teaching staff. All of our staff completed a minimum of 37.5 hours of professional training. Many spent more than 60 hours on professional training! Our professional training was specifically targeted in our key focus areas and were all whole school based. We invested heavily in having key staff trained so that they could lead and facilitate whole school approaches at Munno Para Primary School for many years to come. We are truly blessed to have such a professional and committed teaching staff at Munno Para Primary School.