



Willunga Primary School 2017 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Willunga Primary School Number: 744

Partnership: Sea & Vines

Name of School Principal:

Alison Colbeck

Name of Governing Council Chair:

Don Leinfelder

Date of Endorsement:

School Context and Highlights

Willunga Primary is situated within the Willunga township and shares resources through a lease arrangement with the local community. It is a category 6 site with enrolment reaching 449 in 2017, in 16 classes. The Leadership structure developed a level of stability with Alison Colbeck appointed to the role of Principal, Greg Doig (Acting Deputy term 1 & 2) Karen Matthews appointed Deputy Principal from term 3 and Lisa Gray remaining as Assistant Principal.

Highlights

- Intervention and solid wave one practice in JP showed increased outcomes for student learning. Over half of our year 3 students testing in one or more high band for NAPLAN 2017
 - A significant increase was shown through site data collection (CCQ student surveys) indicating significant improvement in 'involvement' in learning over the past two years.
 - Used a whole site focus on growth mindset through a start of year whole school program
 - STEPS to success developed with community
 - Observation and cognitive coaching cycles were undertaken by all teaching staff. This include formal and informal observations as well as student walkthroughs to unpack effective practices in each class
 - Significant links with Partnership sites through shared staff meetings (week 6 each term) and a Partnership Student Free Day on Struggle, Stretch and Transfer led by Martin Westwell.
 - Brightpath online writing assessment tool provided an opportunity to unpack 'next step of learning' in regards to writing as well as intentional teaching around specific genres. Data from this contributed to the whole site understanding around student achievement and pointed to further implementations in teaching programs.
- Participation in the phonic trial by all Reception and year one / two teachers
- Significant infrastructure development in ICT with a large investment in resourcing. This included software to track and manage student data.
 - A comprehensive transition program developed with the preschool took place over three terms with visits to classes, library, play areas and specialist teachers visiting at preschool and inviting preschool to visit.
 - Almond Blossom performance was a showcase of dance presented by the Arts teacher Nicole Demmrich.
 - End of year assembly is a highlight and celebration for the entire community and I would like to recognise the staff who go over and above to ensure it is a memorable event!

Governing Council Report

I would like to thank all the parent representatives of the Willunga Primary School Governing Council and the members of the committees for their contribution over the past year.

Some of the major achievements for the past year are the OSHC Building redevelopment, which has been an incredible challenge for Ali and her team, the canteen, which will be operating again this year, the new signage across the school site and support of ICT infrastructure development.

Don Leinfelder
Governing Council Chairperson

Highlights from sub committees:

OSHC sub committee - newly built OSHC building purchased with funds raised through sound financial management of OSHC over past 3 years.

Parent Connection sub committee - significant fundraisers including special lunches 3 times per term, Christmas raffle and sports day stall. Development of canteen profile leading to successful opening of canteen 2018. Input into new enrollment guide for parents.

Learning sub committee - worked through whole school data sets and developed recommendations. Developed questions to contribute to parent survey.

Grounds sub committee - development of plans towards nature play facilities. A commitment to sustainability in 2018 (term 1 focus). New signage and letterhead etc for rebranding of site and to promote primary school.

Finance sub committee - ensuring committed funds are managed in a way to support student learning outcomes. Promoting the use of funds for ICT, redevelopment and further HR. \$100000 of ICT infrastructure upgraded in 2017.

Improvement Planning and Outcomes

We designed our initial improvement foci through the External Review Directions:

Self review processes - weekly strategy meetings by leaders to ensure aligned to goals. Weekly walkthroughs and checkins to ensure consistency of purpose. All site foci linked to PDP.

Student influence - students lead walkthroughs for effective practices. Goal setting with and for students is a focus.

Stretch and challenge - goal setting, next step of curriculum a focus. Brightpath writing tool.

Australian Curriculum implemented - across site, embedded through PDP. Planning days week 0 start by unpacking Maths curriculum with Strategic Partner.

We believe that good teaching can not exist in a silo, and that teachers need to plan and program together to ensure consistency across year levels and classes. To this end Strategic Partners were developed in 2017 allowing for sharing of practice and program. Flipped staff meetings put learning at the front of the session with strategic partners working together during this time.

The site improvement plan was developed over 2017. Site focus on Effective Practices underpins our site improvement plan to develop:

- student influence - Feed Forward Friday - weekly meetings with students to unpack What, How and Why of learning
- student learning - goal setting - bump it up walls, visible and shared
- accountability - access to curriculum - planning at the core

A need to support the Site Improvement Plan through companion documents saw the formation of a purple folder for Strategic management of SIP. This includes:

- Whole site agreements (developed through working parties)
- Data timelines
- Site Genre map
- Big Ideas in Number documentation and expectation (developed whole site)
- Big 6 in reading and BliN advice papers
- Effective Practices agreement

Performance Development framework includes:

- meetings each term with line manager
- formal and informal observations
- cognitive coaching rounds with student surveys of learning dimensions

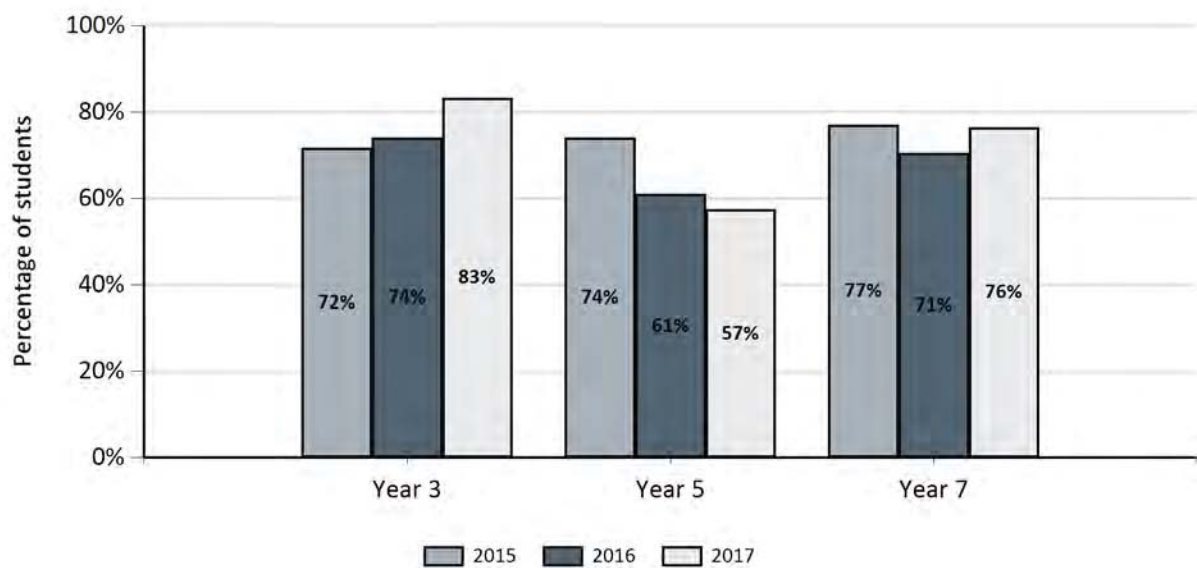
All teachers plan using Teaching for Effective Learning diary / planner - discussion around the TfEL domain are embedded at staff meetings.

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.

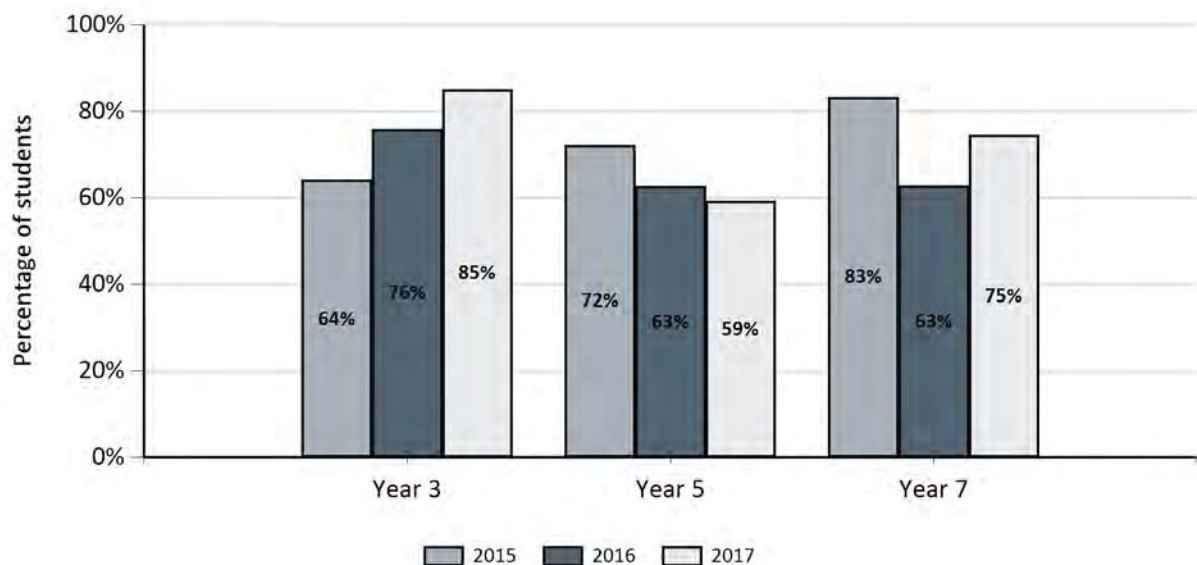
Reading



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	State (average)
Upper progress group	20%	28%	25%
Middle progress group	49%	48%	50%
Lower progress group	31%	25%	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	State (average)
Upper progress group	10%	13%	25%
Middle progress group	64%	62%	50%
Lower progress group	26%	26%	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	60	60	30	18	50%	30%
Year 3 2015-17 Average	57.0	57.0	25.0	16.3	44%	29%
Year 5 2017	54	54	14	7	26%	13%
Year 5 2015-17 Average	55.7	55.7	14.0	7.7	25%	14%
Year 7 2017	51	51	7	8	14%	16%
Year 7 2015-17 Average	50.0	50.0	9.3	5.3	19%	11%

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.

School Performance Comment

Literacy / Numeracy

Improvements in JP data are consistent with all site data and show high numbers of students above SEA and achieving high bands. We can track this to our intervention programs as well as high level practice in JP classrooms and a consistent focus around Jolly phonics / Jolly Grammar and use of running records.

MP data is consistent with all site data and showed a need for increase focus on MP practice. This is reflected across all site data and teaching staff are aware of the need for focused and intentional teaching. Site approach to this was ensuring consistency through companion documents developed ie maths agreement. Also a position was advertised in 2017 for MP teacher.

UP data is consistent with all site data and shows gains in last 12 months, taking into account a number of students (8 and mostly high bands) moving across to private sector at year 7.

Progress

Improvement agenda to raise or maintain achievement

- thinking maths program Upper Primary teachers
- Brightpath writing moderation
- Phonics Fun intervention at year 1
- Too Smart at year 2
- Quiksmart intervention at year 5 & 7
- Multilit intervention at year 3/4
- Common practice - Jolly Phonics / Grammar R - 3
- High gain practices in place ie Daily 5
- Wave three - Special Education Teacher .6 - SMARTAR goals developed
- learning intention / success criteria developed across site and linked to curriculum
- Goal setting (individual and group) for stretch and next step of learning
- focus on 'what JP teachers are doing' and how this can transfer to other classes
- strategic partners for all teachers R - 7 and Specialist

Attendance

Year level	2014	2015	2016	2017
Reception	92.6%	93.2%	91.4%	94.1%
Year 1	94.4%	92.2%	93.2%	93.2%
Year 2	90.5%	93.2%	91.1%	93.2%
Year 3	93.9%	93.6%	91.5%	92.9%
Year 4	94.1%	93.0%	92.2%	92.1%
Year 5	93.0%	92.6%	92.7%	93.1%
Year 6	94.0%	93.5%	92.2%	91.8%
Year 7	92.4%	92.8%	90.1%	92.7%
Total	93.1%	93.0%	91.8%	92.9%

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

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

Attendance Comment

An improvement in attendance data was attributed to:

- a focus during PDP around unexplained absence and communicating with parents - data discussed each term at PDP with follow up recorded in anecdotal notes
- information in each class newsletter re importance of regular attendance
- an effective transition model highlighting importance of regular attendance at school
- an update of the attendance policy shared with parents

implementation of Sentral in 2017 to begin to track and monitor attendance



Behaviour Management Comment

An interoception room was developed and staffed through a combination of Leaders and SSO. A significant decrease in students accessing the front office was immediately obvious. Tracking and recording of students accessing the interoception space, allowed for timetables and schedules to be put in place. Weekly operational meetings between Leaders and Wave 3 Special Educator take place to monitor student behaviour through individualised responses, shared with teachers.

Behaviour data in 2017 recorded 8 internal suspensions, 24 take homes and 6 suspensions. We work proactively with the family and student to choose the most appropriate reaction to a behavior that will support the student to change a behaviour.

Client Opinion Summary

Over 60 parents undertook the school survey. All results rated 3.3 or above out of 5 showing a significant level of approval of site systems and processes.

Highest results are seen in:

- My child feels safe at this school
- I can talk to my Child's teachers about my concerns
- My child likes being at this school
- Teachers at this school expect my child to do their best
- This school looks for ways to improve

Communication was highlighted as an area for improvement. This was unpacked further to consider the need for better communication from the class space to the parents about student learning.

Strengths of the site were visible through comments to Governing Council learning committee questions about further information about the school highlighted:

- A community school
- Strong leadership team
- Sense of caring and kindness across the school
- Obvious improvement agenda and focus on learning

It was particularly pleasing to see numerous parent responses talking about the improvement processes in place, the focus on learning achievement and the high quality intervention programs.

Due to an ICT changeover and then difficulties with the survey tool associated to this, only 8 teaching staff undertook the staff survey in 2017. Staff survey showed a high commitment to school goals and a common understanding of our improvement journey. It also showed that the school carries a high expectation of success for student learning and behavior. There was a clear focus on encouraging improvement of practice and creating a safe and orderly environment. Participatory decision making was highlighted as a concern, although when considering the distribution scale this was shown to range from low to medium point with the greatest disparity between respondents choices.

Student surveys are undertaken through WHITS (What's Happening In This School) survey and showed high levels of teacher support across all year levels. Students also reported feeling confident to seek and report help for problems. Bullying data remained consistently low with responses considered to be 'seldom'. Students also expressed a clear understanding of knowing and following the school rules.



Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	4	5.9%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	14	20.6%
Transfer to SA Govt School	50	73.5%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

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

DECD Relevant History Screening

Induction processes are undertaken by leaders for staff and volunteers. This includes Responding to Abuse and Neglect training as well as Criminal History Screening where appropriate. An excel spreadsheet is updated by the Business Manager, with updates sent to staff or volunteers who have a certificate close to expiration. Information is entered in EDSAS. Both EDSAS and the spreadsheet are used to nominate parent helpers for camps, excursions and in class activities. All volunteers and staff sign in through the front office. Copies of documentation are kept in secure storage.

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	47
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	0.0	25.0	0.0	7.3
Persons	0	30	0	10

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

Financial Statement

Funding Source	Amount
Grants: State	\$3891186.59
Grants: Commonwealth	\$4607.74
Parent Contributions	\$178190.87
Fund Raising	\$5294.54
Other	\$83630.06

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	Interoception room set up in term 3 2017. Staffed all day by Leaders and SSO. Educator improvement cycle used to track levels of student involvement (2nd year of cycle)	decrease in behaviour referrals to leaders Involvement increase R - 7
	Improved Outcomes for Students with an Additional Language or Dialect	Assistant Principal role to track, monitor and work with teachers to respond through goal setting Brightpath whole school data - writing - goal setting	All EALD students at SEA except 1 who is also SWD (just below benchmark)
	Improved Outcomes for Students with Disabilities	Special Education teacher employed .6 (permanent position advertised 2017) Interoception room set up from term 3 SMARTAR goals started with teacher / parent / special ed teacher / student	21 SWD students 9 on/above SEA, 5 just below SEA. 6 progressing towards own goals +
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	16 Aboriginal Students - ACEO employed to work in small groups and class to improve cultural awareness across site. All students screened through site screening and access intervention if required. Wave two interventions Reception in class support - 1 hour per day literacy / numeracy Phonics Fun - year 1/2 30 minutes x 4 per week Multilit year 3, 5 & 7 Too Smart - year 2 Quiksmart year 5 & 7 Curriculum Budget committee made up of staff from across levels of schooling meet to consider submission for spending based on site priorities. A highlight in 2017 was work around building cultural awareness through Aboriginal culture days.	12 students achieving at or above SEA 4 students under SEA have made significant progress in 2017 - 1 now achieving at SEA in literacy
Program Funding for all Students	Australian Curriculum	n/a	
	Aboriginal Languages Programs Initiatives	n/a	
Other Discretionary Funding	Better Schools Funding	Increase in HR roles - Assistant Principal works .6 in intervention instead of classroom role. Increase in SSO support to run wave two programs through to upper primary DP role include performance development	HR increase in budget to 93% Wave 2 interventions run across levels of schooling
	Specialist School Reporting (as required)	n/a	
	Improved Outcomes for Gifted Students	n/a	
	Primary School Counsellor (if applicable)	.2 component used within DP role to support interoception room management (full time including open at recess and lunch). Also to track, monitor and respond through individual systems for student at risk	Increase in self managing and remaining in class room for many at risk students.