



# Willunga Primary School

## 2019 annual report to the school community



Government  
of South Australia  
Department for Education

Willunga Primary School Number: 744

Partnership: Sea & Vines

Name of school principal:

Alison Colbeck

Name of governing council chairperson:

Donald Leinfelder

Date of endorsement:

30/01/2020

## School context and highlights

Willunga Primary is situated in the township of Willunga and shares resources through a lease arrangement with the local community. These resources began a comprehensive upgrade in 2018 that will be beneficial to the school in terms of enhanced facilities, hall and change rooms. Willunga Primary is a Category 6 site with enrolment reaching 438 2019. The Leadership structure consists of Principal Alison Colbeck, Deputy Principal Karen Matthews, Assistant Principal Lisa Gray.

### HIGHLIGHTS -

- continued upgrades to grounds have created a lovely street frontage incorporating the new OSHC building.

Each term we worked on a whole school focus. These were Term 1 Sustainability, Term 2 Anti-Bullying, Term 3 Culture, Term 4 Community. Sticking with these for two years, allowed us to delve deeper into the 'why' of each and build a deeper understanding. During the focus we were able to develop strategies around rubbish and waste recycling and focus on 'nude food' days. The completion of our gabion recycling areas changed the way we managed waste on site. We developed our thinking further around the whole school pledge around anti bullying that all students have signed and revisit each year. New students are inducted by the Principal and sign the pledge within two weeks of starting school. Our culture term supported a deeper understanding of Kaurana culture and the development of class by class acknowledgements conducted as part of community circles.

We continue our focus on improvement through teacher observations and feedback cycles. These provide an opportunity for leaders to observe and report back on practice against identified goals. Building a goal setting cycle into each PDP meeting also allowed teachers to share and track their improvement journey. In 2019, many teachers opted to also participate in a peer observation process using the same format as Leader observations. This was well received with teachers appreciating the opportunity to see others practice and further develop their use of the APST framework.

Student Action Teams continued in 2019. Learning, Promotions, Wellbeing and Sustainability SATs ran formal events as well as collected data from in classes around our school foci.

Nature play areas ready to go for the start of 2020 school year - these constitute improvements to nearly 1/3 of our grounds.

## Governing council report

### Finance

- has overseen the huge amount of funds that we have put towards our ICT, flexible furniture and grounds. They have made sure we are on track with our spending, and that our Site Improvement goals are well resourced into 2020.

### Parent Connection

- have run numerous fundraising activities including Mothers' and Fathers' Day stalls, and are currently putting together the Christmas raffle. They also discussed and provided feedback for policy reviews; this year updating our behaviour code and antibullying policy along with our school sport policy. They also approved our 2020 major fundraiser.... COLOUR RUN!!!

### Canteen

- the committee worked on menu development and ensuring it fits the Right Bite policy requirements. They also worked towards levels of sustainability by changing over our packaging to be recyclable or compostable. Jackie has taken a lead on this and is now our recycling champ! They are currently considering ways to increase parent volunteers for 2020.

### Grounds

- have a sustainability focus particularly waste reduction. The new gabion stations are working really well and we have decreased from 14 mixed waste bins, to 4 per week utilising the Council garbage service!! The grounds committee also focused on our garden areas and nature play.... it has been a hard process (we are up to our third contractor) but has now started with the improvements to the JP sandpit. They also facilitated a gardening club in the vegetable garden which runs each Friday lunchtime.

### OSHC

- provide oversight of the service, ratify and provide feedback on the policies and programs for Vacation Care and OSHC. They also consider spending options and upgrades for the service. The new garden beds out the front look fantastic and a bench seat will soon be installed outside that will provide extra storage.

### Learning

- have considered site data, contributed to Site Improvement Planning and discussed the effectiveness of our current strategies. They supported the development of our new reporting document and are an excellent sounding board for the core work of the school and assist us to understand the needs of our community.

The sub committee structure of Governing Council work works well to support us to maintain a clear focus on our core business at the school, improving literacy and numeracy outcomes for all students. Thank you to all the participants for the time and energy they put into caring for our school.

## Improvement planning - review and evaluate

Meetings are scheduled weekly:

- Team Around Student (TAS)
- Operational
- Strategy

At these meetings, student data is tracked from a variety of sources including anecdotal notes (stored in EDSAS), SENTRAL data (attendance, first aid room and interoception room) and behaviour notes. Data is unpacked at all meetings to ensure meeting structures (staff meetings / SFD) and budgeting is allocated to resources that will benefit our SIP.

Our green folder (operational) is updated yearly to ensure we are all on the same page with policies and procedures with a comprehensive update schedule available. Our Purple folder (strategy) is a living document as we work towards coherence of our whole school plans. A literacy agreement was developed in 2019 with a working party of teachers and leaders.

All teachers work with a strategic partner who is paired with them from a similar year level. These partners are provided NIT together and also work together to build learning plans and assess and moderate tasks as part of our work around collaborative moderation. Our LDAM work was assisted by the Partnership SLIIP and was undertaken in 4 cycles across 2018 and 2019.

A maths focus for the second year developed the skills of staff further to plan directly from the curriculum. By building opportunity for planning together, staff embedded Learning Intentions and Success Criteria into their maths planning. Along with a focus on number at all year levels, a focus on providing tasks that allow an 'A' proved successful.

The Performance & Development cycle includes 4 meetings with a line manager and two formal observations. This is modified for SSOs but still includes significant feedback around work processes. Feedback from the observations for teachers is based around the APST standards and directly linked to the Classroom Practice Continuum. To ensure all line managers were able to manage this load, leadership time was given in the budget for PDP as well as training for leaders in Performance Counts and the Covey suite.

Our work on effective practices continues for the fourth year as we move to embed formative assessment across the site. Teachers are using Learning Intention, Success Criteria, Individual goal setting and bump it up walls to make learning visible for students. Linking this to the Curriculum and through the Literacy and Numeracy progressions has been highly valuable as has our time spent planning, moderating and annotating student work samples.

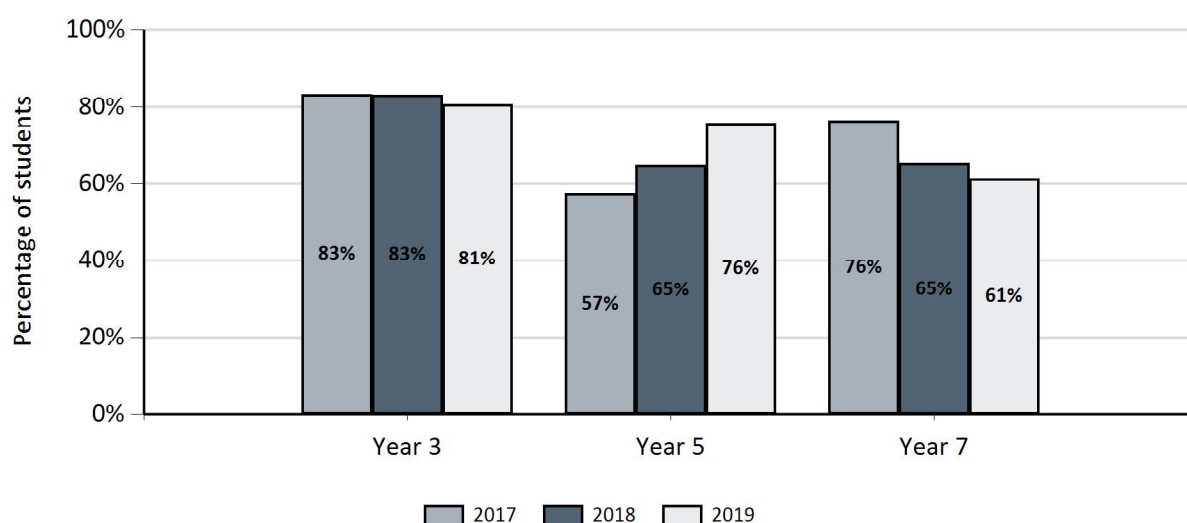
Our SFDs in 2019 supported and continued to build the field for our site foci. We undertook a data day early in the year to ensure we knew the learning needs of our students. We also spent a day on Oral language with Sheena Cameron and a day on spelling and Grammar with Chris Killey. Another day was given to unpacking Learning Intentions and Success criteria further along with training on classroom observations techniques using the APST CPC.

## Performance Summary

### NAPLAN Proficiency

The Department for Education 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 1 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 SEA for reading and numeracy.

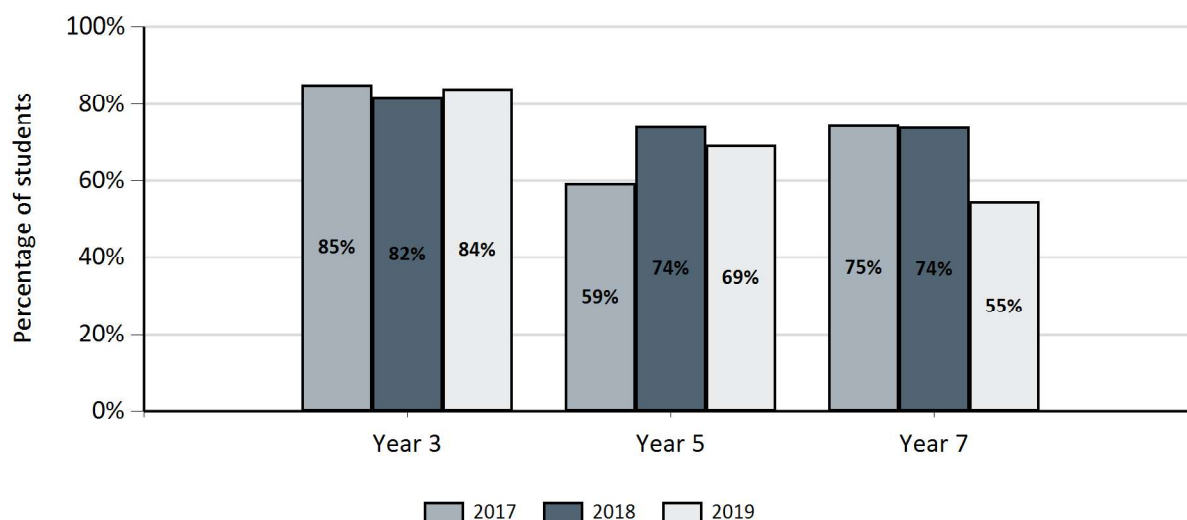
#### Reading



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

\*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: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

\*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 2017 to 2019 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	18%	7%	25%
Middle progress group	57%	67%	50%
Lower progress group	24%	27%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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	23%	11%	25%
Middle progress group	49%	61%	50%
Lower progress group	28%	29%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2019	62	62	24	8	39%	13%
Year 3 2017-19 average	62.3	62.3	29.0	15.0	47%	24%
Year 5 2019	62	62	20	13	32%	21%
Year 5 2017-19 average	56.7	56.7	17.3	9.3	31%	16%
Year 7 2019	44	44	7	5	16%	11%
Year 7 2017-19 average	47.0	47.0	7.0	6.3	15%	13%

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.

<sup>^</sup>includes absent and withdrawn students.

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

<sup>\*\*</sup>Percentages have been rounded off to the nearest whole number.

## School performance comment

NAPLAN issues caused by poor connectivity over the testing window (all tests, all days) leaves concerns for with the use of this data source. This is particularly obvious in numeracy where 18 students in year 3 tested Just Below High Bands, which does not match with other site data. There were also unexpected withdrawals, with 17 year 7 students withdrawn over the testing period directly because of the issues with testing. This had considerable impact on our final whole school data.

Changes to intervention over the last four years have shown significant gains in lifting the low band students to SEA. Our SIP goals allow us to continue this movement into High Bands. Continued work is underway to ensure student participation through oral language, sharpen our focus through formative assessment and use of data as well as increase staff content knowledge in each curriculum area as seen in our Site Improvement Plan.

### Running Records:

RR High Band students  
 Reception (PM 8+) 25 students  
 Year 1 (PM 18+) 22 students  
 Year 2 (PM 26+) 31 students

PAT reading (HB stanine 6+)	(LB stanine 1 & 2)
year 3 HB 29 students	LB 2
year 5 HB 18 students	LB 6
year 7 HB 19 students	LB 6

### Writing data Brightpath (narrative scale) High Band students

Writing data in NAPLAN showed a significant increase for year 3. This was the only assessment not held online.

year 1	13
year 2	13
year 3	14
year 4	14
year 5	15
year 6	4
year 7	6

PAT Maths Data (HB stanine 6+)	(LB stanine 1 & 2)
year 3 HB 21	LB 0
year 5 HB 17	LB 5
year 7 HB 7	LB 7

## Attendance

Year level	2016	2017	2018	2019
Reception	91.4%	94.1%	91.9%	92.3%
Year 1	93.2%	93.2%	93.1%	92.0%
Year 2	91.1%	93.2%	93.2%	93.1%
Year 3	91.5%	92.9%	92.8%	94.1%
Year 4	92.2%	92.1%	94.2%	92.6%
Year 5	92.7%	93.1%	92.9%	91.8%
Year 6	92.2%	91.8%	94.0%	90.9%
Year 7	90.1%	92.7%	92.4%	92.9%
Total	91.8%	92.9%	93.1%	92.5%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

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

## Attendance comment

We have maintained close levels for the past few years. Attendance continues to be a focus and is kept on the agenda. We use:

- computing systems to track, monitor and respond to absence
- PDP focus with class teachers on unexplained attendance
- regular communication around importance of regular attendance and need for exemption for holiday absences
- excellent classroom pedagogy that engages students in learning leads to an increase in attendance
- liaise with Support Services for student with chronic attendance issues.

## Behaviour support comment

Team Around Student (TAS) meeting held weekly with Principal, DP, AP, Special Educator and Pastoral Support Worker. All communication about students is recorded and patterns considered. During this meeting we unpack the following data sets (weekly):

- Interoception room data
- Behaviour data
- sick room data
- ATSI attendance and achievement data
- attendance data
- EALD attendance and achievement data

The TAS approach requires us to look for patterns ie timing and considering further supports that may be needed. These supports are then communicated to all staff through a weekly document updated at the meeting.

There were 15 take homes, 4 internal suspensions and 2 suspensions recorded in 2019

## Client opinion summary

40 parents participated in the client opinion survey with the results being very positive. The survey data showed consistent levels with our previous surveys.

Areas that showed a high level of parent satisfaction were:

- My child likes being at this school (4.0)
- I can talk to my child's teachers about my concerns (4.1)
- My child feels safe at this school (3.9)
- Teachers at this school expect my child to do his or her best (3.8)
- Teachers at this school treat students fairly (3.8)
- The school is well maintained (3.9)
- This school looks for ways to improve (3.8)
- Teachers at this school provide useful feedback (3.8)
- Teachers at this school motivate my child to learn (3.9)
- My child is making good progress at this school (3.9)

The school rules were made visible and refined to develop user friendly flip cards that all yard duty and class teachers have available. Other processes and common expectations are now visible across the site. The interoception room has been used by about 1/3 of the school each term, and is shown to be a safe and supportive space where students can receive immediate support for learning or social needs.

Home / School communication remains a focus, 'Seesaw' as an electronic learning journal / blog was purchased in 2019 as a whole site communication tool to share student learning with parents. Feedback around this tool has been highly positive with parents feeling they have a much clearer idea of what their child does while at school. Building this as a consistent tool across all year levels in 2020 will be important. As will further unpacking its potential as a digital portfolio to track and respond to student learning.

in 2020 we would like to impact on:

- My child's learning needs are being met at this school (3.7)
- This school works with me to support my child's learning (3.7)

Leaders are currently unpacking this around a model of family engagement to ensure families are involved in their child's educational experience.



## Intended destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	11	11.5%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	34	35.4%
Transfer to SA Govt School	50	52.1%
Unknown	1	1.0%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

## Relevant history screening

A comprehensive induction process is undertaken at the site to manage and record relevant screening requirements including:

New teacher:

- Induction - vision and expectation meeting - Principal
- Operational folder - DP
- Strategic Folder (curriculum expectations) - AP

TRT

- Induction - vision and expectation, screening requirements, recorded in EDSAS

Governing Council employee (OSHC/ Canteen)

- induction, screening and suitability checks, recorded in EDSAS
- screening as a standing agenda item at all meetings

Volunteer

- Induction screening and suitability checks, training given

## Qualifications held by the teaching workforce 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	45
Post Graduate Qualifications	14

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

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	24.2	0.0	8.7
Persons	0	30	0	12

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

## Financial statement

Funding Source	Amount
Grants: State	\$3711042.33
Grants: Commonwealth	\$-
Parent Contributions	\$173873.92
Fund Raising	\$8368.12
Other	\$50075.85

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

## 2019 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 2019 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved behaviour management and engagement	Interoception room staffed full time 2019 Interoception activities now being undertaken in classrooms by class teachers	significant decrease in high level behaviour management at site.
	Improved outcomes for students with an additional language or dialect	AP role to track, monitor and respond -	12 students 3 below SEA, 2 above SEA, 7 at SEA
	Improved outcomes for students with disabilities	Special education teacher liaises with Support Services, Leaders, teachers SSOs, students and parents to create SMARTAR goals for all students.	SWD: 21 At SEA: 0 Above SEA: 4 Below: SEA: 17
	Improved outcomes for <ul style="list-style-type: none"> <li>rural and isolated students</li> <li>Aboriginal students</li> <li>numeracy and literacy including early years support</li> </ul> First language maintenance and development Students taking alternative pathways Learning difficulties grant	13 ATSI students 2 below SEA, 7 at SEA, 4 above SEA Wave two Too Smart year 2 - 10 st 2018- 7 st at SEA yr 3 PAT M 2019 Phonics Fun yr 1 - 22 st 2019 - 9 exited at or above SEA 2019 PM Phonics Fun yr 2 - 7 st 2019- 3 st exited at SEA or above 2019 PM Multitit yr 3/4 - 21 st 2019 - 15 st completed / average increase 2019 of 6.5 PM Quicksmart yr 4 - 8 st - PAT M -Average Scale Score Increase 12.65 Quicksmart yr 5 - 6 st-PAT M -Average Scale Score Increase 7.34 Quicksmart yr 6 - 6 st Pat M Average Scale Score Increase 9.4	significant lift of achievement for learners - distance travelled
Program funding for all students	Australian Curriculum	resources to support site priority development - ie Oral language resources , phonics readers, Upper Primary class novels, typing tutor etc	uniform across site - same resources , same language being used
Other discretionary funding	Aboriginal languages programs initiatives	n/a	
	Better schools funding	used for HR - AP manages Intervention program and works with students as well as modelling and preparing SSOs. AP does not have a classroom teaching load	Wave 2 interventions run across all levels of schooling
	Specialist school reporting (as required)	n/a	
	Improved outcomes for gifted students	Oral language strategies embedded in classes. Individual goal setting and next step of learning for all students	Consistent practice and awareness across site. Goal setting, next step
	Primary school counsellor (if applicable)	.2 allocation 2019 DP role	Interoception room