



# Willunga Primary School

## 2021 annual report to the community

Willunga Primary School Number: 0744

Partnership: Sea & Vines

Signature

School principal:

Ms Melanie Jones

Governing council chair:

Nicky Brunning

Date of endorsement:

26 May 2022



Government  
of South Australia  
Department for Education

## Context and highlights

The 2021 school year has not been without its challenges and finished in the most unexpected way with a small number of students, staff and parents affected by the Delta strain of COVID. Fortunately, those affected made a full recovery but it was not without the majority of staff, students and families quarantined for up to 14 days in the 2 weeks prior to Christmas. Despite the challenges of COVID across the year, we managed to only have one 7-day statewide lockdown. The 2021 school year commenced with approximately 450 students and Karen Matthews was the acting Principal. In term 2, week 5 Melanie Jones commenced in the role of Principal for the next almost 5 years. There were a number of new staff appointed including a new Inclusion leader for 6 months to focus on supporting students with additional needs and disabilities as well as restructuring the site based regulation programs, including the newly renamed Reset Room. We were able to hold much-loved school events such as Spring Fair, Twilight Picnic and Concert and our year 6 and 7 Graduations, as well as participate in much loved school events such as the Primary School's Music Festival Choir which was held at the Entertainment Centre due to Covid restrictions. A number of school camps were held and the SAPSASA calendar was busy. A new logo was designed to reflect our new way forward as an R-6 school and gives a sharp and sophisticated look to our site with elements of the hills, local industry and history of the school incorporated into a circular logo. New uniforms, new signage and new letterhead are an exciting part of our new look from 2022. There was also a review of our school motto, vision and values and this process was undertaken with staff, students and our families. The end result is a new motto, "Together we thrive", new values based on the historical acronym CARE: Connect, Aspirer, Respect and Empower and an exciting new vision, "Our students thrive together to develop a love of lifelong learning and are inspired and empowered to seek new possibilities and purposefully pursue their dreams." We look positively to 2022 and beyond as an R-6 school with many exciting projects and opportunities planned for our wonderful community school.

## Governing council report

2021 has been a year of change at Willunga Primary not only with the changes through COVID and the ongoing requirements that have made for uncertain times but also a huge year of change in personnel at the school. 2021 commenced without the appointment of a new Principal and a re advertisement and recruitment process leaving the school under the guidance of an Acting Principal. The new governing council members commenced and were a welcome addition to the GC and all are passionate about the success and direction of the school. In term 2 we saw the arrival of our new Principal and a welcome vibe of new energy, determination, guidance, collaboration, consultation and direction which had been missing for the previous years. The GC were also welcomed as a collaborative part of the school infrastructure with the ability to support and assist with the changes. One of our GC members along with Melanie Jones embarked on a project to reenergise the look and feel of the school logo and values that aligned not only with the school community and new phase of the school but also the greater Department Strategic plan of providing world class education to students of SA schools. We saw the reinvigoration of school activities and sports, arts and music and a teaching fraternity who wanted to make a difference and add value to the education of students. Additional support frameworks and resources to assist students has also been a welcome addition. The restructure of the office environment and a dedicated student services area as well as other improvements in facilities where financially possible have been welcome changes. The work to upgrade the school grounds and educate students on the environment and cleanliness has been noticed and commented on by many. There is still a lot of work to do to ensure the successful future of WPS but in less than 12 months the new foundations of the future have been laid. The addition of new staff, new classes eg Science are all positive steps to a successful future and as a GC we look forward to more in the future.

# Quality improvement planning

## GOAL 1

To retain high band students year to year in Reading - 1-year growth for 1-year input

### Target

2021 yr 3-4, 4-5, 5-6,6-7 maintain same % high band PAT-R from 2020

### Challenge of Practice

If we provide appropriate challenges for all students through goal setting and explicit teaching, we will achieve one year's growth for one year's learning, allowing us to retain students at high band levels.

### Success Criteria

Students can articulate the choices an author has made related to purpose, audience & language features

Students can discuss key vocabulary choices of shared texts

Students can answer inferential questions

Students can articulate their individual goals and what they need to do to achieve these

For the purpose of this Annual Report, the NAPLAN data has been analysed.

In 2021, there was a decline in the year 5 students achieving high band from year 3 to year 5 – 39% to 22% and the year 7 cohort declined from 35% in year 5 to 17% in year 3.

However, at year 3 there was an upwards trend towards the historic average with 43% of students at year 3 achieving high bands. At year 5 there was a decline to 22 % and at year 7 a pattern of upwards trend with 17% of students at high bands showing positive movement towards the highest historic average of 24%.

## GOAL 2

To increase the number of students achieving high bands in Maths - years 3, 5 and 7.

### Target

2021 yr 3>5 - 35%; yr 5>7 - 30%; yr 7>8 - 28%. Mid-year A & B grades match %

### Challenge of Practice

If we are consistent with the Maths agreement and build teacher content knowledge to address misconceptions and stretch through problem-solving, then we will increase the number of students achieving high bands in Maths

### Success Criteria

Students can explain the strategy they used to reach a solution and why it is effective

Students can articulate their individual BliN goals and what they need to do to achieve these

Students use mathematical language to compare different solutions to the same problem

Students show their mathematical thinking in concrete, pictorial or abstract ways

For the purposes of this Annual Report NAPLAN data has been analysed.

There was an increase to 23% from 13% of students achieving high bands in Numeracy.

The year 3, 2019 to year 5 2021 cohort were for the best part maintained with 16% from 13% maintained.

The year 7 cohort increased from 10% to 21%. With the year 5 2019 cohort maintaining high bands in 2021 at 21%.

## GOAL 3

To increase the number of students achieving high bands in Writing - years 3, 5 and 7

### Target

2021 yr 3>5 - 25%; yr 5>7 - 20%; yr 7>8 - 15%. Brightpath persuasive text match % once per year

### Challenge of Practice

If we are consistent with the Literacy Agreement and build teacher content knowledge of the genre, then we will increase the number of students attaining high bands in Writing.

### Success Criteria

Students can articulate their authorial choices related to purpose, audience & language features

Students rehearse their ideas prior to writing - text structure and language features

Students can discuss the vocabulary choices they have made

Students identify where they have used 'show not tell' in their writing

Students can articulate their individual goals and what they need to do to achieve these

For the purpose of this Annual Report, Naplan Data has been analysed.

26% of year 3 students achieved high bands which were consistent with the target but a decline in the 2019 result.

34% of year 5 students achieved high bands which was a decline from their 2019 result of 34%.

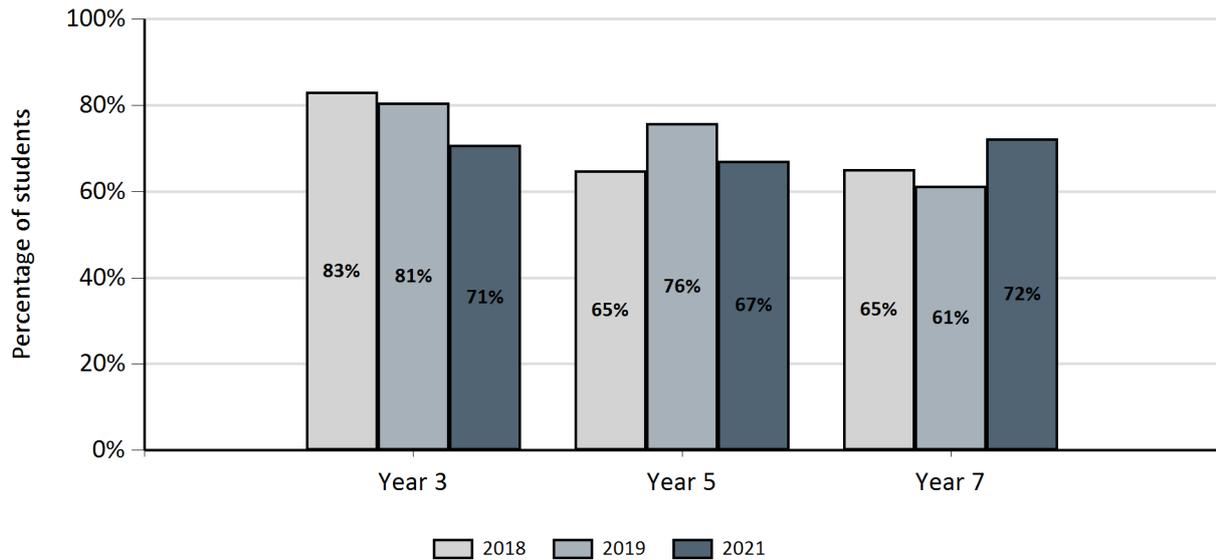
At year 7 the 2019 year 5 cohort achieved 28% up from 6% high bands.

# 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

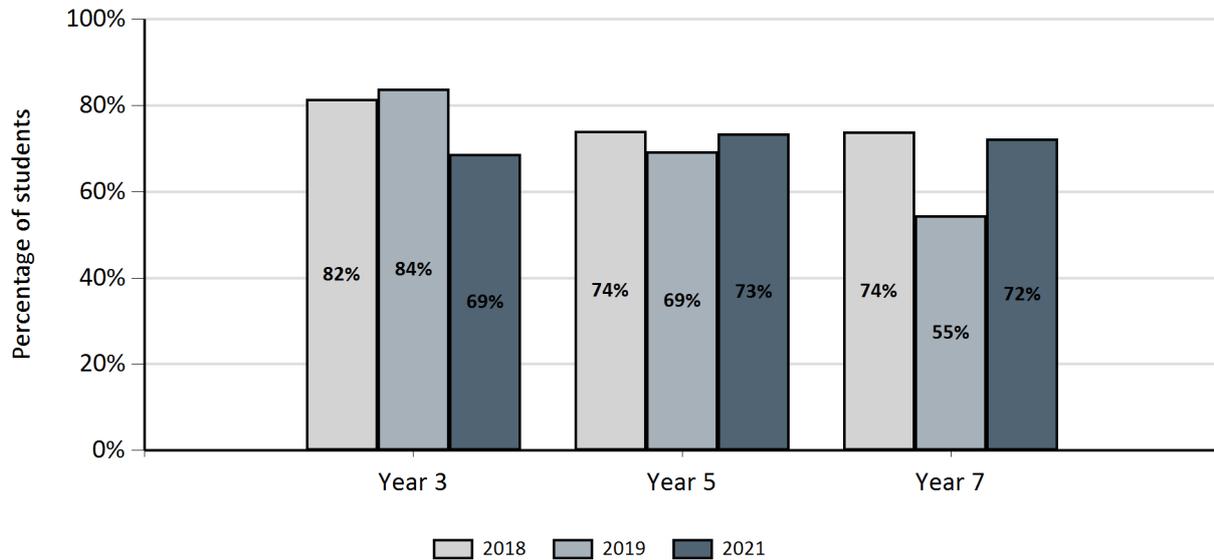


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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



\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

\*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 2019 to 2021 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	31%	29%	33%
Middle progress group	50%	47%	48%
Lower progress group	19%	24%	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*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	35%	20%	33%
Middle progress group	45%	49%	48%
Lower progress group	20%	32%	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*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 2021	48	48	21	11	44%	23%
Year 3 2019-2021 Average	55.0	55.0	22.5	9.5	41%	17%
Year 5 2021	64	64	14	10	22%	16%
Year 5 2019-2021 Average	63.0	63.0	17.0	11.5	27%	18%

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

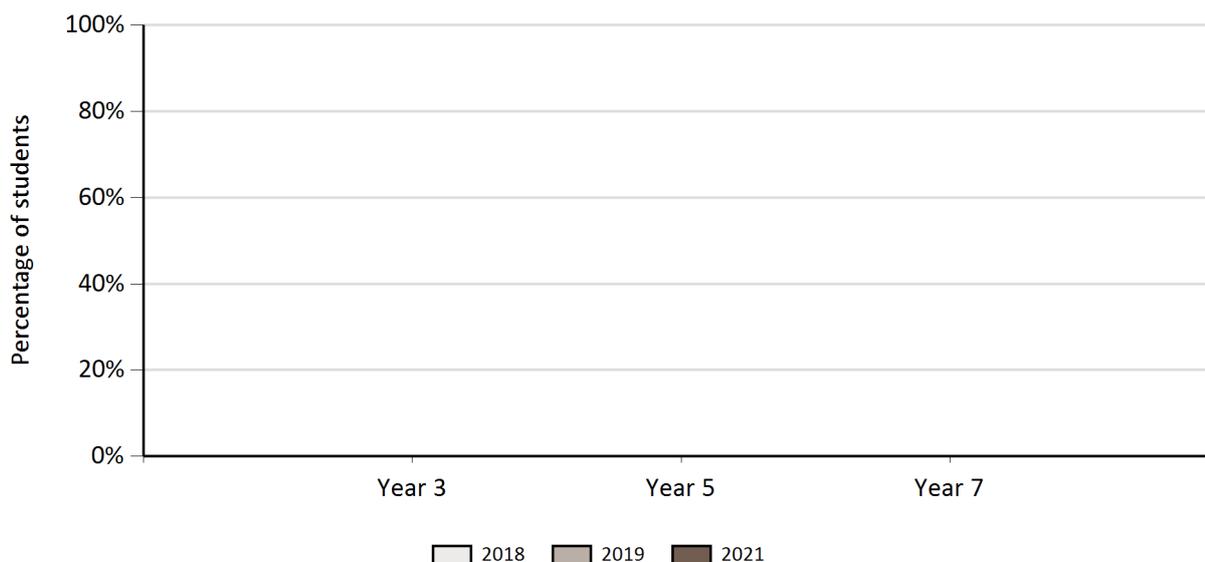
<sup>^</sup>includes absent and withdrawn students.

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

\*\*Percentages have been rounded off to the nearest whole number.

## NAPLAN proficiency - Aboriginal learners

### Reading



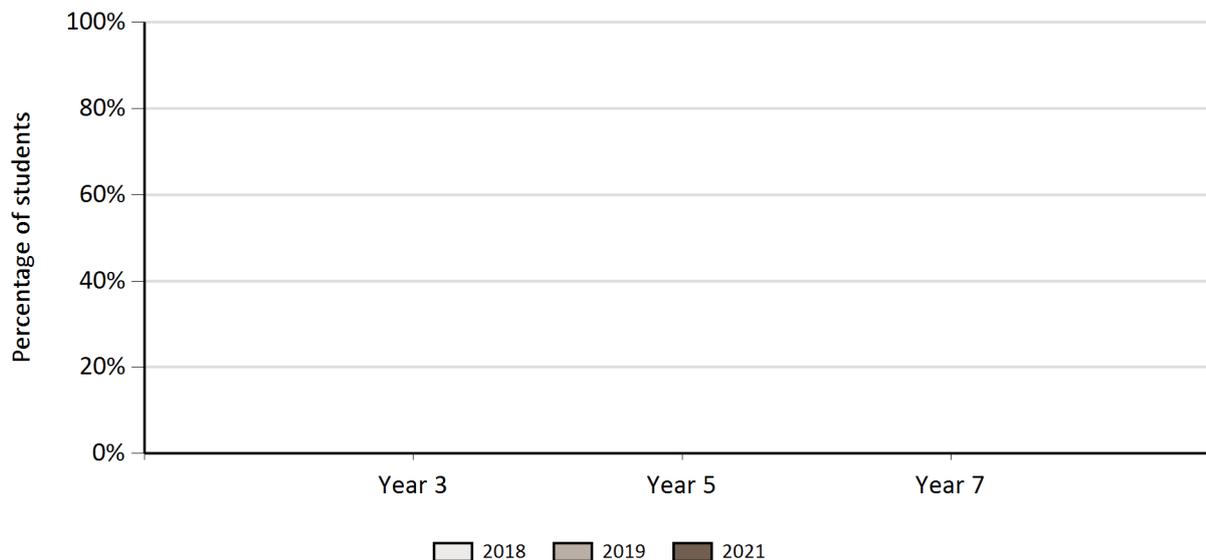
\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

## Numeracy



\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

## NAPLAN progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 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	*	*	28%
Middle progress group	*	*	47%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*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%.

Data only includes results for Aboriginal students.

### Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	27%
Middle progress group	*	*	48%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*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%.

Data only includes results for Aboriginal students.

# NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

<sup>^</sup>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.

## Aboriginal Learner Achievement Leaders' Resource (ALALR)

### Key element focused on for school improvement in 2021: Tracking & Monitoring

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

A dedicated AET was appointed in Term 3 and 4 2021 and has continued in the role in 2022. There has been improved tracking and monitoring for ATSI students.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

We have implemented improved processes and structures for tracking and monitoring our ATSI students.

# School performance comment

The school performance score is 0.47 which is lower than the 0.51 achieved in 2018 and declined from the 2019 score of 0.46.

Future planning for improvement focuses on both increasing the number of students achieving the SEA and higher bands in Numeracy and Literacy.

In 2021 our Reading results were:

In year 3, 39% of students were high band in 2019 to 43% in 2021 but below the peak in 2018 of 51%  
In year 5, there was a decline to 22% of students in high band in year 5 but below the 2018 peak of 33%  
In year 7, there was an increase to 17% of students in high band which indicates a positive trend upwards.

In year 3, there were 70% of students achieved the SEA which was down from the peak of 83%.  
In year 5, 67% of students achieved the SEA which was a decline from 76%.  
In year 7, there was an increase to 72% from 61%.

In 2021 our Numeracy results were:

In year 3, 23% of students were high band in 2021 an increase from 13% in 2019.  
In year 5, 16% of students were high band in 2021, a decline from 21% in 2019.  
In year 7, there were 21% of students in high bands which was an increase from 11% in 2019.

In year 3, 68% of students achieved the SEA which is down from the peak of 84%.  
In year 5, there was an increase to 73% from 69%.  
In year 7, there was an increase from 55% to 72%.

## Attendance

Year level	2018	2019	2020	2021
Reception	91.9%	92.3%	89.2%	92.0%
Year 1	93.1%	92.0%	90.7%	91.9%
Year 2	93.2%	93.1%	89.2%	92.8%
Year 3	92.8%	94.1%	90.1%	90.8%
Year 4	94.2%	92.6%	91.0%	93.0%
Year 5	92.9%	91.8%	89.4%	91.9%
Year 6	94.0%	90.9%	92.2%	91.6%
Year 7	92.4%	92.9%	86.5%	90.9%
Total	93.1%	92.5%	89.9%	91.9%

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

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

## Attendance comment

The average school attendance was 91.9% which was slightly higher than 2020 but slightly lower than the 2019 and 2018 school years. The Wellbeing leader follows up on all attendance related issues and these are discussed fortnightly at the Team Around the Student meeting which consists of the Leadership Team and Pastoral Support Worker with follow up action where appropriate.

## Behaviour support comment

There has been a review of the Behaviour Policy and the Bullying policy to bring about more consistent responses to student behaviour. These will be ratified early in term 1, 2022.

A review of the Reset room (formerly Interception room) was undertaken to align with the Behaviour Policy.

## Parent opinion survey summary

Parents indicated strongly agreed or agreed that:

People are respectful 75%

Teachers and students are respectful 78%

There is enough communication 65% and the school communicates effectively 75%

Parents indicated that they would like more of the following:

Input 37% strongly agreed or agreed

More help 41% strongly agreed or agreed

Learning tips 44% strongly agreed or agreed

## Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	26	37.7%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	39	56.5%
U - UNKNOWN	4	5.8%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

## Relevant history screening

The site complies with the Relevant History Screening.

## 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	12

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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 Equivalent	1.0	22.1	0.0	10.8
Persons	1	26	0	14

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

## Financial statement

Funding Source	Amount
Grants: State	\$4,227,370
Grants: Commonwealth	\$1,765
Parent Contributions	\$199,607
Fund Raising	\$4,862
Other	\$63,596

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

## 2021 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 2021 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 wellbeing and engagement	Students who received this funding were supported through programs such as; The Reset Room, 1:1 teaching, SSO classroom support, and small group work on social and emotional regulation.	Improved engagement and improved tracking and monitoring.
	Improved outcomes for students with an additional language or dialect	Not applicable	Not applicable
	Inclusive Education Support Program	Targeted support for students with personalised needs including an increase in funding to support students with social and emotional needs.	Improved engagement and identification of students.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support  First language maintenance & development Students taking alternative pathways IESP support	Appointment of AET to support ATSI students. Intervention programs were implemented with a move to evidence-based programs with staff and SSO's trained in Macquarie suite of programs.	Students supported to improve.
Program funding for all students	Australian Curriculum	Primary learning improvement funds were used to release for teachers to work in teams on moderation on Brightpath and around the Department for Education Units of work.	Results indicated data is in line with historic average.
Other discretionary funding	Aboriginal languages programs Initiatives	AET leads cultural activities for all classes including Reconciliation.	Increased awareness of students.
	Better schools funding	Numeracy Intervention programme to support students from Reception to Year 7. 50min of small group SSO intervention per class per week.	Progress for students participating in the Numeracy intervention programs
	Specialist school reporting (as required)	Not applicable	Not applicable
	Improved outcomes for gifted students	Opportunities for students to participate in STEM programs and Magic Harvest initiatives.	Retention of students in high bands.

