# Waikerie Primary School
## 2017 Annual Report
## to the School Community

Government of South Australia
Department for Education
and Child Development

Waikerie Primary School Number: 456

Partnership: Waikerie

**Name of School Principal:**           Megan Higgins

**Name of Governing Council Chair:**           Shawn Nitschke

**Date of Endorsement:**           20/2/2018

# School Context and Highlights

Waikerie Primary School is part of a supportive local Riverland community, approximately 200km from Adelaide. We are a Reception - Year 7 school, with a 2017 student enrolment of 249, accommodated in 10 classes. Our Site Improvement Plan focuses on improving Literacy and Numeracy outcomes and providing Quality Teaching and Learning experiences. We are part of the Waikerie Partnership consisting of ourselves, Waikerie High and Preschool, Ramco, Cadell and Blanchetown primary schools, Swan Reach Area School and Preschool and Morgan Primary and Preschool.

Our 2017 student population consisted of 195 families with: 31% school card, 9% EALD (English as Additional Language or Dialect), 6% ATSI (Aboriginal and Torres Strait Islander), 6% SWD (Students with Disability). Our enrolment of ATSI students entitled us to a 0.2 an Aboriginal Education Teacher (AET) who worked one day per week supporting literacy and numeracy development.

At Waikerie Primary we focus on our six values throughout all aspects of schooling. Emphasis is placed on these through classroom programs and students demonstrating values receive acknowledgment through house tokens, assembly awards and the school newsletter. Awards acknowledging student progress and achievement are also presented at assemblies and shared in our newsletter. Our Pastoral Care Worker supports our students, families and staff ,offering targeted support and wellbeing programs, breakfast club and collaboratively working with our Student Wellbeing Leader and volunteers, within the Kidsmatter framework.

As a staff we are constantly learning and developing together to continue to improve teacher practice and ensure our students are receiving high quality education. In 2017 we began our professional development in Visible Learning through CORWIN, the first year in a three year implementation plan. This has seen teachers focus on making learning and next steps clear to students through learning intentions, success criteria and feedback.

Every year our school recognises many highlights promoting parent and community involvement, supported by our Kids Matter Action Team. In 2017 this included our Acquaintance Evening, Sports Day parent/staff events, Grandfriends Day, NAIDOC celebrations, Playgroup, Kindy and High School transitions, excursions and camps.

# Governing Council Report

2017 was a busy year for the Waikerie Primary School Community. The 2017 year saw Megan Higgins continue in the role of Acting Principal and she was ably assisted by Sue Billett as Deputy Principal. Megan once again led the school in an excellent manner and she was supported by other members of the Leadership team and the hardworking Front-Office Staff.

Term 1 we hosted the Acquaintance Evening which was an opportunity for Staff, Parents, Caregivers to meet new staff and families to the school. This event was an enjoyable event for those that attended.

Attendance at Grandfriends day in was once again a huge success and enjoyed by Staff, Students, and the visitors to the School.

Kids Matter Action Team (KMAT) were active again at Waikerie Primary School throughout 2017 and this dedicated group were involved in many activities throughout the year including sport day events.

Throughout the year, Waikerie Primary School had many students represent the school at ANZAC Day and Remembrance Day celebrations, Leadership Day, SAPSASA and on all occasions the school has been proud with the way the students have conducted themselves and represented the school.

The Year 7 Graduation was a wonderful success with more than 170 people being present and was a fitting end to the Year 7's schooling before moving onto High School. The guest speaker Kira Mader gave an informative and inspiring insight into her school life and career after her schooling finished.

I would like to take the opportunity to thank all Governing Council members that contributed their time to make 2017 a successful year at Waikerie Primary School.

The dedicated teachers and SSO's are to be congratulated for their continued excellence and work in providing an excellent education to the students.

In finishing I would like to thank the Leadership Team and Front Office Staff for their support for the Governing Council for the past year and I look forward to working with you all again in the coming 12 months.

Shawn Nitschke
Governing Council Chairperson

# Improvement Planning and Outcomes

Our 2017 Site Improvement Plan (SIP) priorities are Quality Teaching, Literacy and Numeracy. Our focus areas and targets are based on the recommendations of our External School review (ESR) in 2015.

Quality Teaching: In 2017 teachers began their professional development in Visible Learning through CORWIN, as part of a three year implementation plan.  This year we focused on Learning Intention (Learning Goal) and Success Criteria (Steps to Success) being visible and understood by students, along with effective Feedback to provide next steps in learning. These teaching practices are evidenced through research to have positive impact (effect size) on learning and outcomes. Our Visible Learning work has included evidence collection in the focus areas to measure impact across the school. Questions addressing these strategies were analysed in student feedback surveys to measure growth since 2016. The survey indicated that 92% of teachers "explain learning goals" and 90% of teachers "help me to understand steps to success in learning". This is a significant increase in both areas. We will continue the work in Quality Teaching through the CORWIN collaborative impact program in 2018 and beyond.

Throughout the year Leadership conducted formal classroom observations with a focus on the Australian Professional Standards for Teachers (AISTL) and the school's Visible Learning focus areas. Teachers were provided with written feedback, participated in Professional Conversations and completed Professional Development Plans linked to the site priorities and AISTL.

Literacy Priority: Teachers reviewed whole school agreements in Literacy and the data collection that underpins this. The partnership developed an agreement in Running Records collection to ensure consistency and tracking of students in all year levels. Staff began aligning collection to the agreement, with further work to continue in this area in 2018. Running Records and PAR Reading data was analysed to identify student achievement of the Standard of Educational Achievement and individual student growth. Reading and comprehension was identified as a focus, particularly in the middle years, with SSO support increased to enable reading programs with small groups. Professional development in Guided Reading was attended by teachers and classroom SSOs to assist with planning and implementation in this area. Professional Learning Communities (PLCs) were established for ongoing sharing of practice and resources in reading. This year also saw the first year of Brightpath Writing, a tool used for teachers to moderate student writing and identify teaching points and individual student growth. School Literacy based intervention included Mulitlit, Workstore Deposit, Speech and the Soundway program for identified students.

Numeracy Priority – This year saw the implementation of the Senior Leader: Learning Improvement Primary (SLLIP) role as part of a 4 year DECD strategy. Teachers focused on task design of math assessments through planning sessions supported by the SLLIP. Moderation of math tasks was a focus of student free days. This year the school introduced Quicksmart Numeracy math intervention, which involved training SSO staff and coordinator to run the program with a small group of identified students. Achievement data will be analysed to measure the impact of this intervention program, in readiness for 2018.

At the end of each term and year leadership and teachers reflect upon our SIP goals and focus areas in teaching and learning, acknowledging our success, reflecting on practice and deliberating about our next steps for continual improvement in practice to improve student outcomes.

# 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.
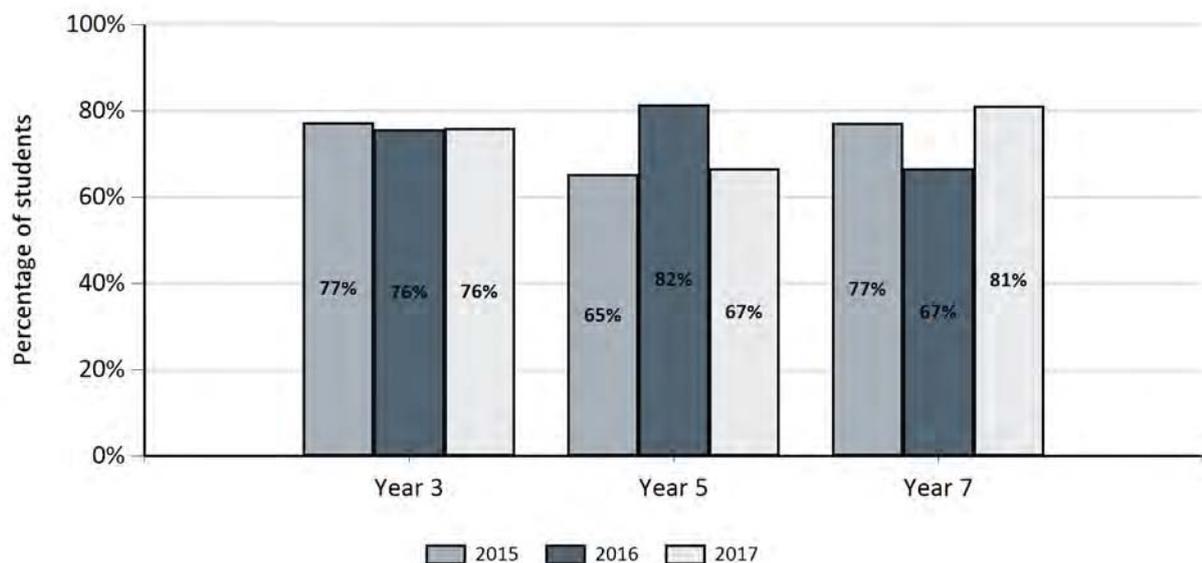
## Reading
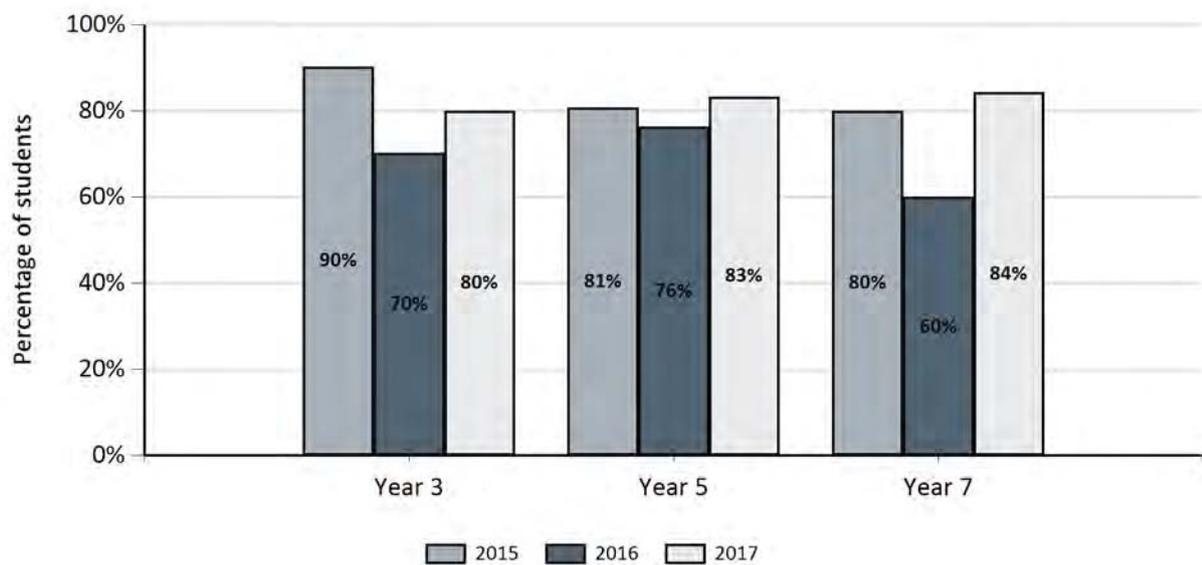


Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

## 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 5-7 | Year 3-5 | State (average) |
|---|---|---|---|
| Upper progress group | 17% | 24% | 25% |
| Middle progress group | 55% | 60% | 50% |
| Lower progress group | 28% | 16% | 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 5-7 | Year 3-5 | State (average) |
|---|---|---|---|
| Upper progress group | 11% | 17% | 25% |
| Middle progress group | 50% | 58% | 50% |
| Lower progress group | 39% | 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%.

# 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 | 25 | 25 | 10 | 7 | 40% | 28% |
| Year 3 2015-17 Average | 31.0 | 31.0 | 12.0 | 8.0 | 39% | 26% |
| Year 5 2017 | 30 | 30 | 10 | 4 | 33% | 13% |
| Year 5 2015-17 Average | 31.3 | 31.3 | 9.0 | 4.0 | 29% | 13% |
| Year 7 2017 | 32 | 32 | 2 | 0 | 6% | 0% |
| Year 7 2015-17 Average | 32.3 | 32.3 | 7.3 | 5.7 | 23% | 18% |

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

Leadership and teaching staff analyse data to inform teaching and improve student outcomes. Site achievement data is shared with School Governing Council and, as part of visible learning, at an individual student level.

NAPLAN results in Numeracy indicated some pleasing outcomes with the Year 3 achievement of Standard of Educational Achievement (SEA) remaining steady at 76%, the trend over the past three years. The percentage of year 5s achieving the SEA has decreased since 2016 and since that cohort was in year 3. The year 7 results have significantly increased in 2017 and this cohort has improved since their previous NAPLAN in 2015 as year 5s.

Upper Bands achievement in Numeracy is above the Index (like) schools in year 3 and 7. We strive to have the % of students in upper bands equal to or above DECD, National and Index schools as indicated in the school's External School Review and Site Operational Plan.

NAPLAN Reading results reflected improvement across all year levels with significant increase in the percentage of students achieving the SEA. Our target to increase % students achieving higher bands was met in year 3 and 5 with 40% of Year 3 achieving Upper Bands and 33% of year 5s. A significant increase in year 7 students achieving the SEA was noted though the decrease in Upper Bands achievement in year 7 results will need further scrutiny.

Students who did not reach the National Minimum Standard in all NAPLAN results are identified with discussion and decisions made about the support they are receiving. This includes Individual Learning Plans, One Plans, in-class SSO support, group or individual intervention programs and students who are referred to Student Support Services.

PAT testing provides our site with further data to cross reference with NAPLAN and identify patterns, needs and directions. We saw a significant increase in SEA achievement in every year level in Reading . Notably 96% of the year 5s met the SEA, increasing from 86% in 2016 and we saw a 24% increase of year 7 SEA achievement. Years 3, 4 and 6 remained steady again this year. There was a pleasing increase in the year 3-6 PAT Numeracy data with an average 18% increase.

Teaching staff analysed questions in both the NALPAN and PAT assessments where areas of strength were identified and those areas that need further focus. Achievement data was also analysed using a 'traffic light' system for individual student achievement of the SEA and expected growth in Numeracy and Reading.

Running Records data indicated that  62% of year 1 students achieved the SEA and 19% at higher reading levels, equal to Index (like) schools. 76% of Year 2 students achieved the SEA (Levels 21 – 26) increasing 16% from 2016 and above Index and DECD schools.

Data is continuously monitored and analysed to highlight strengths and identify where we need to strengthen students' knowledge skills and understandings.

# Attendance

| Year level | 2014 | 2015 | 2016 | 2017 |
|---|---|---|---|---|
| Reception | 88.0% | 94.1% | 90.7% | 91.5% |
| Year 1 | 93.1% | 92.7% | 91.2% | 90.7% |
| Year 2 | 92.0% | 92.9% | 93.4% | 92.3% |
| Year 3 | 91.1% | 92.6% | 93.0% | 93.0% |
| Year 4 | 92.9% | 90.0% | 91.8% | 92.5% |
| Year 5 | 90.8% | 91.5% | 90.9% | 93.4% |
| Year 6 | 94.2% | 91.4% | 90.9% | 90.7% |
| Year 7 | 94.0% | 90.3% | 89.3% | 89.3% |
| Total | 92.2% | 91.8% | 91.4% | 91.6% |

Data Source: Site Performance Reporting System, Semester 1 Attendance.
Note: A blank cell indicates there were no students enrolled.

# Attendance Comment

School attendance has remained steady at 91.6%. Strategies are implemented to address absence. Whole school attendance targets and data is shared through school newsletter and high individual attendance is acknowledged. Absences are followed up through phone calls and letters where necessary to address habitual and chronic non-attendance. Leadership monitor attendance with consideration given to family circumstances. On occasion referrals to support services are made. Student Reports indicate absences converted to lost learning time so parents are informed of the impact on learning outcomes.

# Behaviour Management Comment

We focus on School Values and positive behaviours through class programs and school awards. Our House Cup promotes value based behaviours at individual and 'team' level. Inappropriate behaviour is addressed through a step system, this year reviewed by teachers, SGC, SRC. Behaviour management involves teachers, communication with parents and where appropriate, leadership involvement, development of behaviour plans and consultation with Support Services. Four suspensions resulted from incidents related to violence. A Well-being audit was trialled to pinpoint bullying behaviours and identify students with well-being and social concerns. The audit was conducted twice with individuals identified for follow up. Data and actions were shared with SGC.

# Client Opinion Summary

Upper Primary Students participated in the Well-being and Engagement Survey this year which asked questions to identify and describe young people's views about their social and emotional well being, their engagement at school and their experiences outside of school.

Questions relating to emotional engagement, support and relationships with teachers indicated 77% have high well being in this area. 80% indicated high well being in relation to friendships and social support from peers.

Questions related to perseverance - having tenacity to stick with things and pursue goals, despite challenges - rated lower in the survey.

We received 68 responses from parents for our School Survey this year, increasing again from previous years. All staff and primary students completed surveys which together with parent surveys provided us with valuable feedback to help us identify strengths, areas for improvement and future directions for the school. Statements relating to our directions with Visible Learning and External Review recommendations were of particular note to investigate the impact of this work in 2017.

Some pleasing feedback responses included:

90% of students agreed with the statement "My teacher helps me to understand the Steps to Success in my learning", an increase from 82% in 2016.

95% of students agreed with the statement "My teacher challenges me to achieve my best" increasing 5% from last year and linking to our WPS Vision  - "Students and supported and challenged to achieve their best".

95% of parents agreed "my child has a positive relationship with their teacher".

94%  of students agreed "I am developing a growth mindset and am willing to have a go".

91% of parents agreed with the statement " I believe my child receives high quality education at this school".

# Intended Destination

| Leave Reason | School Number | % |
|---|---|---|
| Employment | 0 | NA |
| Interstate/Overseas | 7 | 14.3% |
| Other | 0 | NA |
| Seeking Employment | 0 | NA |
| Tertiary/TAFE/Training | 0 | NA |
| Transfer to Non-Govt School | 0 | NA |
| Transfer to SA Govt School | 42 | 85.7% |
| 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

Information is distributed via newsletters and teachers regarding requirements of volunteers. Only parents directly volunteering with their child and non-parent volunteers and third party providers with current DECD History Screening are on site. Adults attending camps have screening clearance. New volunteers may request screening with the school as the requesting officer and applications are activated online. Third party providers, School and OSHC staff, School Governing Council members have completed screening. Copies are stored in the office. RAN-EC sessions occur face to face and online.

# 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 | 27 |
| Post Graduate Qualifications | 6 |

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 | 14.8 | 0.0 | 7.4 |
| Persons | 0 | 17 | 0 | 12 |

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

# Financial Statement

| Funding Source | Amount |
|---|---|
| Grants: State | $2,301,447 |
| Grants: Commonwealth | $4,500 |
| Parent Contributions | $87, 642 |
| Fund Raising | $13, 550 |
| Other | $24, 606 |

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 | Well being and behaviour case management. Std well-being leader time. Targeted social/wellbeing groups to meet needs. Safety & Support/ Behaviour plans developed to support individuals. Low Std attendance followed up. | Management of behaviour incidents. Parent involvement. Steady site attendance |
| | Improved Outcomes for Students with an Additional Language or Dialect | Support provided though in-class SSO support and the Soundway program for identified JP students | Collaborative moderation of Language and Literacy levels |
| | Improved Outcomes for Students with Disabilities | SSO in class support, specific intervention programs where necessary - Speech, reading support, Multilit, Quicksmart. Student ILPs, NEP, One Plans and Safety and Support plans developed. | ILP, NEP/One Plan goals developed and monitored. Support Services involvement. |
| Targeted Funding for Groups of Students | Improved Outcomes for<br>- Rural & Isolated Students<br>- Aboriginal Students<br>- Numeracy and Literacy<br><br>First Language Maintenance & Development<br><br>Students taking Alternative Pathways<br><br>Students with Learning Difficulties Grant | AET worked with teachers to support ASTI students, including involvement in cultural community events, in class learning support for students in literacy and numeracy, attendance, team teaching and supporting teachers with planning for Aboriginal perspectives. ASTI data tracked, plans for all ATSI Reading assessment data tracked, PD for staff to implement guided reading. SSO support in reading with identified student in middle years, linking with Partnership agreement.<br>Multilit, Quicksmart intervention (12)<br><br>Deputy load reduced, Teacher Leader role used to support teacher planning & programming in AC, task design, beginning teacher support | All Year 1-3 ATSI stds improved reading levels. 50% ATSI stds improved attendance. 66% ATSI achieved Running Record SEA<br><br><br><br><br>Teacher programming, task design |
| Program Funding for all Students | Australian Curriculum | NA | |
| | Aboriginal Languages Programs Initiatives | NA | |
| | Better Schools Funding | SSO hours to implement guided reading groups in middle primary years SSO in-class and small group support in literacy and numeracy. | Reading data - middle years improved achievement of SEA PAT-R in years 3-5 |
| Other Discretionary Funding | Specialist School Reporting (as required) | NA | |
| | Improved Outcomes for Gifted Students | NA | |
| | Primary School Counsellor (if applicable) | Continued implementation of Kidsmatter. SEL,CPC support in classrooms, school community events. 1:1 student, family support with Wellbeing Practitioner. Wellbeing audit with follow up, group programs (Seasons for Growth) | Student perception data Wellbeing audit data steady, |