

Waikerie Primary School

2020 annual report to the community

Waikerie Primary School Number: 456

Partnership: Waikerie

Signature

School principal:

Mrs Belinda Kröllig

Governing council chair:

Mrs Debra Schutz

Date of endorsement:

1 February 2021



Government of South Australia
Department for Education

Context and highlights

Waikerie Primary School is situated in the Riverland of South Australia, approximately 2 hours drive from Adelaide. We are part of the Waikerie Partnership along with Waikerie High, Waikerie Children's Centre, Ramco, Cadell, Morgan and Blanchetown primary schools, Swan Reach Area School. We are a Reception - Year 7 school, with a 2020 student enrolment of approximately 240 students, accommodated in 10 classes. In 2020 we welcomed 45 reception students, our biggest intake in many years.

Our 2020 student population consists of 158 families. There are 39 percent of our families on school card. Eight percent of our students are from non English speaking backgrounds, the majority of these students are part of our Indian community. We have six Aboriginal and Torres Strait Islanders. These students attract 0.2 funding which allows us an Aboriginal Education Teacher who worked one day per week supporting literacy and numeracy development. Six percent of the students have an identified disability that provides a category of funding to support them.

Staffing included 4 leadership members and 13 classroom teachers, some of whom are part time. The school has 3 specialist teachers in Science, Spanish and The Arts. Student learning is supported by 10 student support officers who undertake varying roles.

At Waikerie Primary we focus on our six values throughout all aspects of schooling. We also continue to develop the learner dispositions of curiosity, resilience and problem solving so our students become life long learners. The 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.

Our School Improvement Plan has 3 goals that incorporate reading comprehension, sentence structure in writing and the Big Ideas in Number.

The year began successfully and all families were welcomed at a school community outdoor breakfast followed by our first assembly. Term one saw the completion of our new nature play area, which has proven to be a very popular play area.

Then in March our school year started to change with COVID-19. Social distancing was introduced, cleaning and hygiene standards increased, schools prepared for online learning and student numbers started to decrease as families made decisions to keep their children home. Additional pupil free days were granted. School changed for the remainder of the year, and there were many restrictions including no volunteers, sporting events without community members and the cancellation of significant events such as NAIDOC.

Governing council report

Due to the covid19 pandemic, like most primary schools 2020 was a year like never before. Despite this, thanks to the staff at WPS the students' academic, social and emotional wellbeing was not impacted and school life continued with minimal disruptions. The staff were capably led by principal Belinda Krollig (and Megan Higgins in Belinda's absence) and with the support of her leadership team the variations to amongst others, teaching, cleaning, community engagement, volunteers and social distancing were admirably managed. I would like to commend all WPS staff for the amazing job they did in what was and is a stressful and ever-changing situation.

Despite the changes to events due to the Covid19 restrictions, 2020 was a busy year for the WPS. The term one school community breakfast was an excellent way engage with the school and to meet WPS staff. While assemblies weren't able to be frequented by parents/caregivers we were informed of school events through newsletters and SeeSaw. Students represented WPS at SAPSASA, science week expo, Choir, ANZAC and Remembrance Day celebrations and should be applauded with the way they conducted themselves. Students were still able to take part in WPS sports day and splash carnivals and despite no parent/caregiver attendance staff that ensured photos were taken and distributed on seesaw for parents/caregivers perusal. Other highlights were the Mothers/Father's Day stalls, book week, dress up days and a scooter day. Both kindy and high school transitions went well. The year seven graduation was an excellent send off to the amazing and resilient students and I wish them well with their future education.

The Waikerie Out of School Hours Care goes from strength to strength with enrolments continuing to increase. We are fortunate to have this service. Our Grounds committee has been busy planning upcoming developments and supporting the student voice in planning for future swing upgrades. The construction of the nature play area was a major development and has proven to be a much-loved addition to the play areas for students.

I would like to acknowledge and thank all staff at WPS. The dedicated leadership team, teachers, SSO's, office staff, cleaners and grounds person are to be congratulated for their continued work in providing an exceptional education and venue to learn for our children. Thanks also to the governing council members, especially those leaving us, the time you have dedicated to WPS during 2020 is appreciated and helps create a wonderful school for students and staff.

Quality improvement planning

Goal 1

Did we meet our improvement goal?

Our goal was 45% of our Year 5 students to achieve stanine 7 or above in PAT R. We achieved 43% which is 8 of the 19 Year 5 students.

What did we learn?

The adjustment to the challenge of practice has been successful, there has been an increase from 15.7% in 2019 to 43% in 2020. The development of student reading comprehension skills appears to have contributed to higher band achievement.

What are our next steps?

The target will be adjusted to incorporate the DfE language of 'very above the SEA'. Currently there are 52% of the Year 5s sitting 'very above the SEA'. Therefore we would increase the 2021 target to 60% of the year 5 cohort being very above the SEA.

Students across the site at WPS are not able to articulate their reading goals, so this will be a focus in 2021.

Incorporate a whole school approach to focus on two explicit reading comprehension strategies a term and this is communicated to the school community also.

Can we develop a 'pre' and 'post' reading comprehension assessment? Refocus on WPS Literacy improvement practices.

Goal 2

Did we meet our improvement goal?

Our goal was 80% of the year 2 students to achieve 214 or above on the Brightpath scale. 79% of the students met the target which is 26 of 33 students.

What did we learn?

Moderation of writing pieces is a valuable exercise to inform teaching practice and set whole class or individual writing goals. The continuity of explicitly teaching sentence structure has contributed to student understanding of sentence types and grammar.

What are our next steps?

Continue following the WPS genre sequence and explicitly teaching 2 genres per term. Continue with some form of writing data collection. Year 5 to 7s to be introduced to the TEEL in persuasive writing to support year 7 to High School Continuity of learning project. Look at the sub-element of 'Creating Texts' in the Literacy Learning Progressions. Highlight school text 'Composing Written Texts'. Refocus on WPS Literacy Improvement practices.

Goal 3

Did we meet our improvement goal?

Our goal was for 100% of our year 4 students to achieve the SEA or above in PAT M, 84.2% achieved the target, 16 of 19 students.

What did we learn?

Is the cohort sample that measures the success criteria big enough? Year 1 and 2 student subitising knowledge at this stage is not strong enough.

What are our next steps?

Continue BIN professional learning and intentional teaching of BIN strategies in every class. Familiarise ourselves with the DfE Maths scope and sequence. Highlight the school text 'Teaching Mathematics Foundation to Middle Years'. Refocus on WPS Numeracy Improvement practices.

Improvement: Aboriginal learners

In 2020 Waikerie Primary School had ten ATSI students. Four year ones and one student in each other year level.

Running records

Year ones: 4 at the SEA

Year two: level 19

Phonics check: three students scored 28 and one 18

PAT M

PAT R

Year 2 at or above SEA

Year 2 at or above SEA

Year 3 at or above SEA

Year 3 at or above SEA

Year 4 just below SEA

Year 4 well below SEA

Year 5 well below SEA

Year 5 well below SEA

Year 6 just Below SEA

Year 6 at or above SEA

Year 7 did not sit test

Year 7 did not sit test

All six elements were addressed on the Aboriginal Learner Achievement Action template.

1. Data informed planning - development of Aboriginal learner data wall successfully completed
2. Tracking and monitoring growth and achievement - upskilling teachers in the use of the Education dashboard will be a 2021 focus
3. High quality classroom practice - achieved due to scheduled professional learning, Visible learning approach and Waikerie Primary School Improvement practices
4. Evidence based learning interventions - supported by data analysis, 1:1 targeted reading support, maths intervention
5. Engaging Aboriginal families - development of One Plans with families, restrictions due to COVID
6. Promoting Continuity of learning - teacher hand over time scheduled

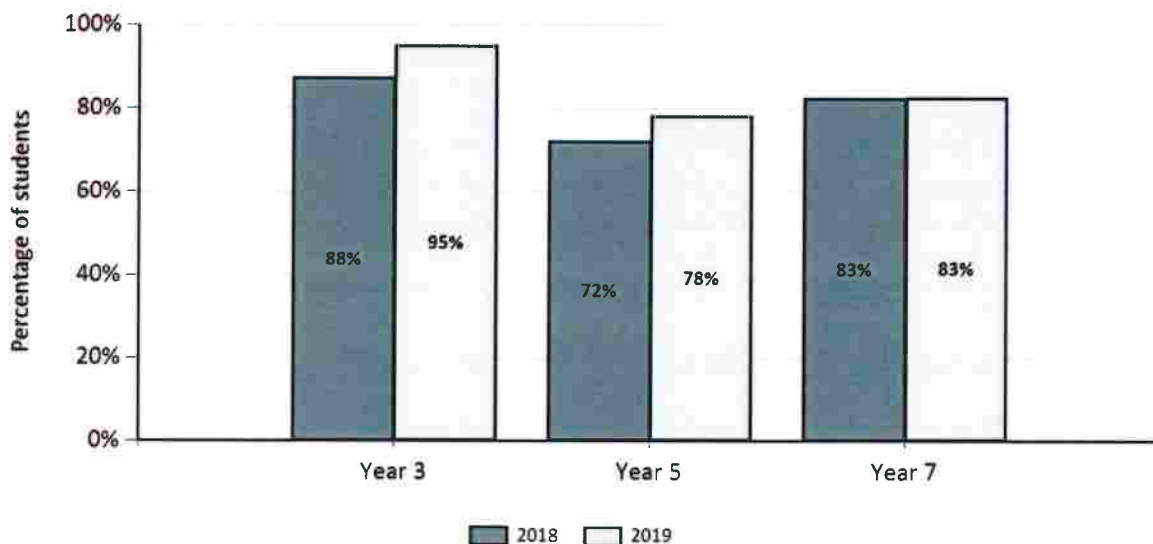
Implementation supported by teachers, leadership, AET and ACEO.

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

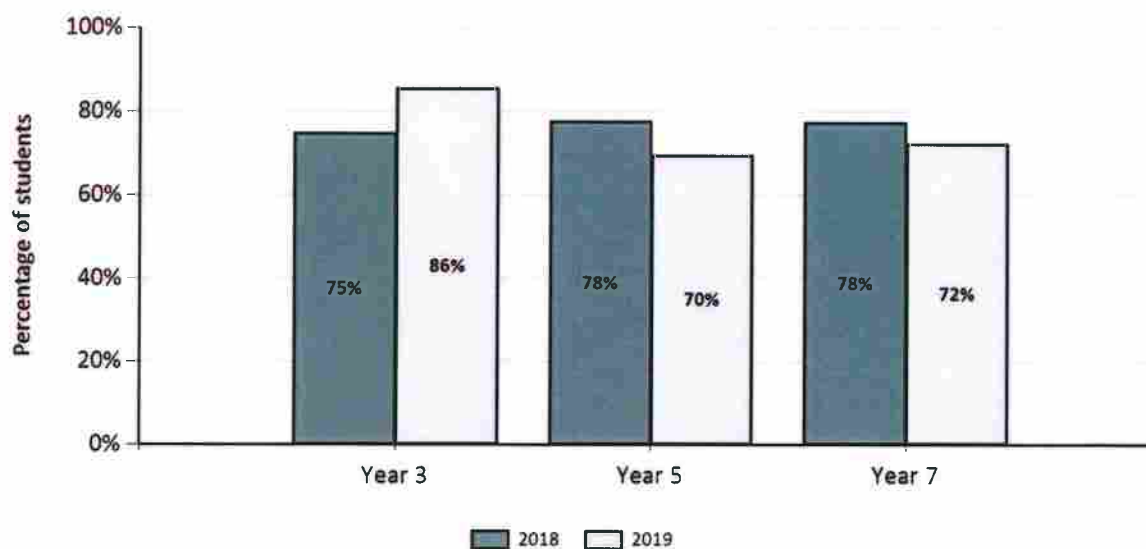


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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 2020.

*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 2020 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	33%	*	25%
Middle progress group	*	56%	50%
Lower progress group	52%	28%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*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	*	*	25%
Middle progress group	29%	62%	50%
Lower progress group	48%	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*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 [^]		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 2019	21	21	11	9	52%	43%
Year 3 2017-2019 Average	23.3	23.3	11.7	7.7	50%	33%
Year 5 2019	23	23	5	2	22%	9%
Year 5 2017-2019 Average	29.7	29.7	8.7	4.0	29%	13%
Year 7 2019	29	29	5	6	17%	21%
Year 7 2017-2019 Average	33.7	33.7	4.7	4.0	14%	12%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

[^]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

PAT M

Year 2: 25 of 33 students were at or above the SEA
 Year 3: 26 of the 29 students were at or above the SEA
 Year 4: 17 Of the 21 students were at or above the SEA
 Year 5: 17 of the 19 student were at or above the SEA
 Year 6: 14 of the 19 students were at or above the SEA
 Year 7: 26 of the 33 students were at or above the SEA

PAT R

Year 2: 26 of 33 students were at or above the SEA
 Year 3: 27 of the 29 students were at or above the SEA
 Year 4: 16 of the 21 students were at or above the SEA
 Year 5: 15 of the 19 student were at or above the SEA
 Year 6: 15 of the 19 students were at or above the SEA
 Year 7: 26 of the 33 students were at or above the SEA

Running records (September collection)

Year 1: 21 of the 34 students were at or above the SEA
 Year 2: 23 of the 35 students were at or above the SEA

Attendance

Year level	2017	2018	2019	2020
Reception	91.5%	93.1%	89.4%	87.7%
Year 1	90.7%	93.2%	94.0%	85.4%
Year 2	92.3%	91.1%	94.4%	89.6%
Year 3	93.0%	90.2%	91.1%	88.9%
Year 4	92.5%	93.3%	92.3%	89.2%
Year 5	93.4%	91.7%	92.4%	89.3%
Year 6	90.7%	92.6%	93.3%	89.1%
Year 7	89.3%	91.5%	92.0%	85.7%
Total	91.6%	92.2%	92.4%	87.9%

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

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

Attendance comment

The school promotes the importance of regular attendance to support student learning and wellbeing. This is done through school and class communication. The school has several documents to support the attendance of students - a yearly Attendance Improvement Plan as well as an Attendance Requirement Procedure. In 2020 we continued to use Academy software. This automatically sends parents a sms and has resulted in a positive reduction in the number of unexplained absences. Key personnel such as the Student Wellbeing Leader, ACEO and support services Attendance and Engagement Social Worker support attendance. 2020 attendance is down on the previous three years.

Reception 87.7%
 Year 1 85.4%
 Year 2 89.6%
 Year 3 88.9%
 Year 4 89.2%
 Year 5 89.3%
 Year 6 89.1%
 Year 7 85.7%
 Total 87.9%

Behaviour support comment

In 2020 we have reviewed and updated our Behaviour Support Process. It supports positive relationships with students and families to foster positive classrooms and school culture. Leadership meet regularly to monitor students at risk. In 2020 there were three incidents related to threatened/actual violence resulting in suspension. In term one there were 27 reports of 'potential bullying' in the student audit. When followed up there were 3 actual bullying cases. In term 3 the student audit suggested there were 30 reports of 'potential bullying'. When investigated there were six actual cases of bullying. All were followed up with students and parents. Our continued professional learning in the Berry Street Education Model has seen the development of agreed practices across the school in student self-regulation, brain breaks and de-escalation as preventative strategies. This is work will continue in 2021.

Client opinion summary

Surveys provide us with valuable feedback to identify strengths, areas for improvement and future directions for the school.

In 2020 the DfE Parent Survey link was emailed directly to families and 58 parents completed the survey. The questions are listed below and parents are asked to give a strongly disagree, disagree, don't agree or disagree, agree or strongly agree response. The number of agree and strongly agree responses for each of the questions is provided for each question.

People respect each other at this school - 30 agree and 17 strongly agree

Teachers and students treat each other with respect at the school – 28 agree and 17 strongly agree

I feel like my child is important to the school – 29 agree and 16 strongly agree

I receive enough communication from the school – 32 agree and 10 strongly agree

The school communicates effectively with me – 30 agree and 12 strongly agree

I know what standard of work the school expects of my child – 35 agree and 11 strongly agree

I have useful discussions with the school about my child's learning - 29 agree and 14 strongly agree

I talk with my child about what happens at school – 53 talk often with their children

The school provides an opportunity for me to have input about my child's learning – 29 agree and 9 strongly agree

Overall, my child has a good routine around reading, studying and learning at home -35 agree and 14 strongly agree

I think that education at school is important to my child's future – 17 agree and 37 strongly agree

I feel equipped to help my child plan what they will do after they leave school – 26 agree and 13 strongly agree

I would like more help from the school with my child's learning – 16 yes to help the parent, 17 yes the school to address their needs & 25 no

The school encourages parents to help students to learn – 35 strongly agree and 10 strongly agree

The school provides me with useful tips on how to help students learn at home – 20 agree and 7 strongly agree

Looking ahead, what pathways do you think your child will take after leaving school? 41 stated they were not sure or it is too early to say.

Staff Perspective survey was again positive in 2020, there was a 94% participation rate. Employee engagement is at 97% (2018 84%). 94% of staff rate our site to have a positive climate (2018 89%).

92 students from years 4-7 participated in the Wellbeing and Engagement collection. The survey addresses the following areas - Emotional Wellbeing, Engagement with School, Learning Readiness and Health and Wellbeing out of school. The results indicate a generally steady trend in student responses for all areas since 2017.

Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	8	13.6%
Other	1	1.7%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	5	8.5%
Transfer to SA Govt School	44	74.6%
Unknown	1	1.7%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Relevant history screening

The school refers to the Department for Education website processes for ensuring compliance with Relevant History Screenings. Information relating to screening requirements is communicated to families via class and school newsletters and Parent Handbook. All relevant volunteer documents are adhered to including: Volunteer policy and procedure, RAN-EC for volunteers and volunteer induction. In 2020 we transitioned to the Working With Children Check. The school has processes in place to support parents, Governing Council members and volunteers with online applications and training. All approvals are recorded on EDSAS and induction and role descriptions completed.

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	23
Post Graduate Qualifications	8

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	14.3	0.5	7.5
Persons	0	18	1	13

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$2,970,940
Grants: Commonwealth	\$4,500
Parent Contributions	\$82,405
Fund Raising	\$7,310
Other	\$6,300

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

2020 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 2020 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	One on one or small group School Support Officer time with students to engage them in learning. Provision of de-escalation strategies and assistance to be ready to learn.	Increase in the number of students who are beginning to self-regulate.
	Improved outcomes for students with an additional language or dialect	Student support including differentiated teacher instruction, small group or one on one SSO support particularly in Literacy. Termly running records for those students who have not met the SEA.	Language and Literacy levels assigned.
	Inclusive Education Support Program	Students receive allocated levels of funding. One on one or small group SSO support. Teacher release to develop and review One Plans with Family and liaise with Support Services.	Outcomes vary based on individual students and category of funding.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support	APAS and AET support for students not reaching the SEA in Numeracy or Literacy, this includes BIN intervention in maths and Reading Doctor program in reading. Early Years Support funding supports SSO time and teacher release for Running Records analysis. All classes receive a base allocation of six SSO support times, three for Literacy and three for Numeracy. Students who receive an IESP category of funding also receive additional SSO time.	Improved student engagement and learning.
	First language maintenance & development Students taking alternative pathways IESP support		
Program funding for all students	Australian Curriculum	Funding was used to continue to support the LDAM strategy across the partnership. Release time for teachers to participate in collaborative teams to design learning and undertake the moderation of student work.	Consistency of A-C grades.
	Aboriginal languages programs Initiatives	Not applicable	Not applicable
Other discretionary funding	Better schools funding	SSO classroom support and interventions in Literacy and Numeracy. BIN teacher release days to continue professional learning. Increase in SLLIP time allocation to support teacher curriculum knowledge and programming.	Increased student achievement due to interventions.
	Specialist school reporting (as required)	Not applicable	Not applicable

	Improved outcomes for gifted students	Not applicable	Not applicable
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