



Woodville Primary School 2016 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Woodville Primary School Number: 497

Partnership: Inner West

Name of School Principal:

Maria Maffei

Name of Governing Council Chair:

Robert Bone

Date of Endorsement:

27/02/2017

School Context and Highlights

Woodville Primary School is situated on Port Road, Woodville, 8kms from the Adelaide GPO and 8kms from the coast. It has a proud and successful history of providing quality public education to the children of Woodville since 1878. In 2016 the school started with an enrollment of 311 students and ended the year with 322 students from Reception to Year 7. Students come from a variety of socio-economic backgrounds. Nearly 40% of the students are from Non-English Speaking Backgrounds (NESB) and these represent 38 different cultural groups. Approximately 8% of students are identified as having Aboriginal heritage and nearly 7% of students as verified as having a learning disability. There are approximately 34% of students who are eligible for School Card assistance. The school has an ICSEA score of 1001, and is classified as Category 4 on the DECD Index of Educational Disadvantage. The Leadership Team comprised of a Principal who retired in July after serving the school for nine years and a Deputy Principal who completed her third year of a five year tenure. A new principal began her tenure in Term 3.

Highlights 2016:

- o Training with Chris Killey - 'Independent Spelling For Life'
- o Setting up a 'Data Wall' to track and monitor student progress in Reading, Writing and Words Their Way
- o Buddy class: whole school wellbeing/social skill development including successful integration of Grove annexe
- o Showcase day highlighting student learning using 'Play is The Way' pedagogy
- o Mem Fox presenting awards at culmination of 'Premier's Reading Challenge'
- o Participation and representation in SAPSASA events
- o Year 5/6 and Year 2/3 camps and whole school swimming or aquatics
- o Festival music - choir and school band represented
- o Play At Lunch program with senior students leading play activities and opening all play areas to all students
- o Connections with community groups through work of Pastoral Care worker
- o Cafe Woodville, 'Brekky Fridays', school Disco and 'Woodville's Got Talent'
- o Development of Nature Play areas
- o Labs on Legs science program
- o Musical spectacular - highlighting the learning of the instrumental music program
- o Twilight Sports Day
- o Installation of new air-conditioning unit in Middle Years unit
- o Initial planning and designing of new STEM refurbishment
- o Grandparents morning tea
- o SAT fundraising to support World Vision Child sponsorship
- o Senior students mentoring young readers
- o Transition visits - preschool to school and Year 7 to High School



Governing Council Report

Governing Council members for 2016 were as follows:

Robert Bone, Danni Letts, Tiffany Scarman, Sam Clutton, Andy Constantinidis, Melissa Kretschmer, Daniel Lasscock, Lauren Duncan. This Year it welcomed Rochelle Anno, Mary Papandreou, Caitlyn Brine, Justin Pope, Danielle Duffield and Angela Scott

Key outcomes this year include:

Finance – The Finance subcommittee met regularly and maintained our schools financial position with a 5% surplus target as recommended by DECD.

Fundraising – Various events raised approximately \$5257, part of which was spent on the Marquee's and the Divider wall in the Gym.

Canteen – Canteen sales have improved, being well supported by the school community.

OSHC – The OSHC continues to provide an important service to the School community and is well attended.

Dress Code – Support for our school dress code has again been high.

Grounds – A tribute Mosaic was Commissioned for Tina Musolino (Beloved Teacher) by Artist Roz Anderson. It was installed and presented to the School community and Tina's Family at a Dedication Ceremony.

Organised Sport – Our school once again participated in a number of sports – basketball, netball and the return of football. Big thanks to Caitlyn to our parent coaches whose time and effort means that we are able to field these teams.

Road Safety – This continues to be an ongoing issue at our school. Please obey the signs.

Showcase Day – Parents, Grandparents and Friends were invited to attend, the theme being "Play is The Way". Each class set up a display for families to be involved in. This was a great opportunity to "Showcase" our fabulous students, teachers, classes and facilities.

Grove Education Centre – This annex class has successfully integrated within the school.

Community Involvement/Pastoral Care – Our Pastoral Care worker continues to be an invaluable asset connecting community and school. Classes have been linked to community groups and good relationships are being built. The school continues to have 'Brekky Friday' and 'Café Woodville' to develop these family school ties.

Other events of interest – Zoo trip and Yr 2-3 Camp, Grandparents' morning tea, Volunteers' morning tea and numerous incursions/excursions and the removal of the school pool (maintenance and safety issue resolved).

Principal - This Year saw the retirement of Graeme Charlton and the Appointment of Maria Maffei.

Improvement Planning and Outcomes

IMPROVEMENT PLANNING:

Our learning improvement plan is underpinned by the SA Teaching for Effective Learning Framework. It guides our designs for learning and decision making about our practice. In 2016 our priority areas focus was on:

Personalising and connecting learning:

- o Teachers identify students' prior knowledge and cultural practices as a starting point for curriculum

Developing Powerful Learners:

- o Recognising and promoting learner engagement

PRIORITIES:

Staff were involved in a review of the 2015 Site Improvement Plan and data and feedback from this process was used as the basis for the development of the 2016 Site Improvement Plan. The following strategies were employed:

- o A curriculum leadership team consisting of a Principal, Deputy, Counsellor and a Primary Australian Curriculum Facilitator working collaboratively with staff to develop deep pedagogical and content knowledge around Literacy, Numeracy, and Social and Emotional Wellbeing through the 'Play is The Way' program
- o Consolidation of our whole school approach to spelling through the 'Words Their Way' program
- o The development of an agreed approach to effective teaching and learning which is consistent and coherent across the school and aspires to achieve high standards
- o The embedding of the Teaching for Effective Learning pedagogy through a focus making learning visible i.e. focus on identifying the purpose of each learning opportunity and making the purpose explicit to students
- o A continued focus on implementing 'Natural Maths' strategies and pedagogy
- o The analysis of data, including PAT-R, PAT-M, Running Records, Language and Literacy scales, NAPLaN and formative and summative assessments to better inform teaching and learning
- o Professional learning on 'Transforming Tasks'

OUTCOMES:

PAT-R SCALE SCORE

- o 75% of Year 3 students achieved at or above target Scale Score: 95
- o 66% of Year 4 students achieved at or above target Scale Score: 106
- o 71% of Year 5 students achieved at or above target Scale Score: 112
- o 76% of Year 6 students achieved at or above target Scale Score: 118
- o 66% of Year 7 students achieved at or above target Scale Score: 120

WORDS THEIR WAY

25% growth in student achievement from Band 4 to the highest Bands (7, 8 and 9)

EALD SCALES

Explicit teaching, success criteria, rubrics, common assessment, Moderation and Leveling have resulted in drop of students identified as needing EALD support funding.

PAT-M SCALE SCORE

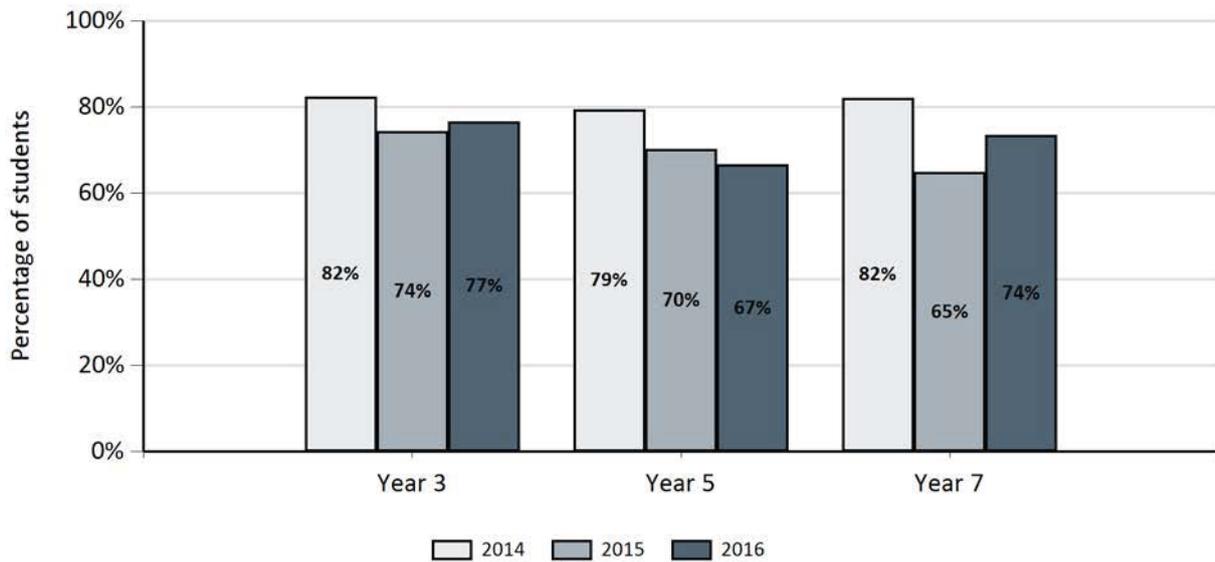
- o 69% of Year 3 students achieved at or above target Scale Score: 101
- o 70% of Year 4 students achieved at or above target Scale Score: 110
- o 64% of Year 5 students achieved at or above target Scale Score: 112
- o 65% of Year 6 students achieved at or above target Scale Score: 120
- o 56% of Year 7 students achieved at or above target Scale Score: 121

Performance Summary

NAPLAN Proficiency

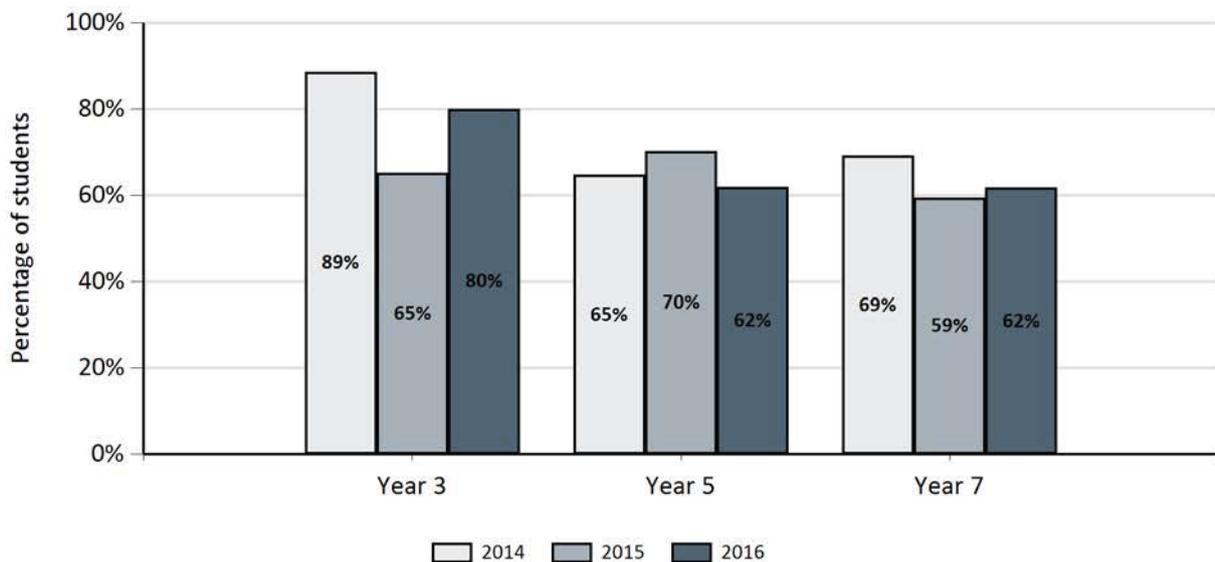
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *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, September 2016. *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 2014 to 2016 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)
Lower progress group	44%	28%	25%
Middle progress group	47%	48%	50%
Upper progress group	9%	24%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	53%	52%	25%
Middle progress group	34%	48%	50%
Upper progress group	13%	0%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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 2016	30	30	10	6	33%	20%
Year 3 2014-16 Average	35.7	36.0	12.3	7.0	35%	19%
Year 5 2016	42	42	10	6	24%	14%
Year 5 2014-16 Average	37.7	37.7	8.7	4.7	23%	12%
Year 7 2016	34	34	6	3	18%	9%
Year 7 2014-16 Average	36.7	36.7	8.7	5.7	24%	15%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

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

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

School Performance Comment

Our data indicates that students struggle with questions that involve connecting different mathematical concepts and identifying the appropriate computational processes needed when solving worded problems. Multi-step problems, the Big Ideas in Number and using calculators efficiently and effectively, were other areas needing some improvement. In reading, students have difficulty with comprehension questions directed at inferring and interpreting information within different text types. Vocabulary is another area that poses some difficulties where our students need to develop a greater range and deeper understanding of vocabulary. In writing our students still experience some difficulty with sentence structure, use of a range of vocabulary, proper use of paragraphs and punctuation.

Programs that have shown to have an impact on student performance have been the Mini-Lit and Multi-Lit programs, Guided Reading and Words their Way in particular.

Both teaching staff and SSO staff have participated in Professional Development activities aimed at building teacher capacity and training support staff to understand programs that they are being directed to use with students. This has gone some way to develop a common language and understanding as well as more consistent approach to learning programs on a whole school basis.

Staff have worked on developing Whole School Agreement especially around Literacy and Numeracy and are strengthening commitment to abiding by these agreements.

Using the Data Wall to track student progress has increased staff awareness of how students are travelling across the school and better enabling teachers to highlight students needing either extra support or extension.

Whilst not all targets have been met we are well on the way to improving outcomes for students and putting in place new strategies or consolidating strategies that have shown to be effective.

Attendance

Year level	2014	2015	2016
Reception	91.8%	89.7%	92.2%
Year 01	91.3%	93.2%	93.9%
Year 02	91.1%	92.0%	93.2%
Year 03	92.2%	89.2%	91.9%
Year 04	91.3%	92.3%	91.2%
Year 05	91.0%	90.7%	92.9%
Year 06	89.6%	92.5%	91.8%
Year 07	89.7%	88.8%	92.8%
Total	91.0%	91.0%	92.5%

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

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

Attendance Comment

Overall attendance in 2016 improved from 91% to 92.5%
Pro-active strategies included: early intervention; staff, counsellor, ACEO monitoring student weekly absences and referring families for support. Home contacts made through phone calls, home visits, letters. Engaging students at school and developing strong relationships. Parents informed via newsletters. Students acknowledged for high levels of attendance.

Behaviour Management Comment

Behaviour Education is based upon logical consequences, conflict resolution and empowering students with consistent, explicit language through the self-mastery checklist. Whole school consistent approach is used through the Play is The Way pedagogy. Students are empowered to take control of their behaviour and emotions using the reflective language of the self-mastery checklist. 'Zero tolerance' of inappropriate behavior with students being required to complete a wellbeing agreement to take responsibility for their behavior. Restorative practices used to resolve conflict situations and students required to repair harm caused to property, people and relationships. Data shows a drop from 302 to 135 in behaviour incidences.

Client Opinion Summary

Students and Community were surveyed and the following key points were highlighted:

POSITIVES:

Family/student friendly environment and helpful staff
Good community feel to the school
Instrumental music program
'No bullying' - Woodville's social policy and implementation (Play is The Way) is excellent and any issues are well addressed
Twilight sports day
Vegetable patch and Native garden and 'loose parts' play area
Great learning environment
The Middle Years given sense of responsibility and feeling trusted and respected
Generous support of school counsellor
Good community involvement

AREAS FOR IMPROVEMENT:

Communication - advance notice of events especially those requiring funds
Update resources
More contributions from all year levels about what learning goes on in the class - possibly put together by students themselves
School pick-up and drop-off areas
Consistency in regards to processes and procedures across the school
Attention to academic success - extending students

Teachers' survey highlighted following key points:

POSITIVES:

Community involvement
Staff have made big effort to trial new programs
Support from EALD and Counsellor
Improvement in student behaviour
Developing good work relationships between some teams

AREAS FOR IMPROVEMENT:

Professionalism
Clarification of roles
Refocus of teaching English and Maths without interruptions
Consistency of expectations and better levels of communication

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	15	16.1%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	15	16.1%
Transfer to SA Govt School	60	64.5%
Unknown	3	3.2%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

School abides by DECD guidelines for relevant DCSI screening. Office Manager maintains up to date records and data of all volunteers and staff who have screening and completed the RAN training. Principal has access through Applications Portal to information regarding staff and screening history. Hard copies of DCSI screening and RAN training are all sighted and a copy kept in Front Office.

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	33
Post Graduate Qualifications	10

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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	17.7	0.5	6.7
Persons	0	19	1	12

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	3148410.69
Grants: Commonwealth	33340.30
Parent Contributions	117454.80
Fund Raising	11291.55
Other	149139.20

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

2016 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 2016 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	N/A	
	Improved Outcomes for Students with an Additional Language or Dialect	Student with literacy levels below benchmark were provided with support in class one to one or small group. A literacy focus in the Genre of Narrative and Exposition.	Reduced number of students meeting criteria for needing EALD support
	Improved Outcomes for Students with Disabilities	Students with Disabilities were supported by SSO in class one to one or small group targeting literacy and numeracy.	Progress is on upward trend
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	ATSI ATSI students were provided with in class support particularly in the areas of Literacy and numeracy. APAS Funding provided support for ATSI students to further develop their literacy with SSO support in class or withdrawal from class - areas targeted were reading, sight words, writing and letter/sound recognition. LEARNING DIFFICULTIES Students not verified through DECD processes were provided with SSO support Literacy/numeracy. AUSTRALIAN CURRICULUM Teachers were released to work with Literacy coach and CPAC so as to build teacher capacity.	Attendance issues are still impacting students achievement. Those attending are showing steady progress towards achieving benchmark
	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant		
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives	N/A	
	Better Schools Funding	MultiLit/MiniLit reading intervention program targeted students below benchmark (as per our SIP) with SSO support one to one or small group three times a week. Also continued developing resources supporting Natural Maths	Reduction of number of students requiring program
Other Discretionary Funding	Specialist School Reporting (as required)	N/A	
	Improved Outcomes for Gifted Students	N/A	
	Primary School Counsellor (if applicable)	Support staff, students and families in areas of wellbeing. Using preventative and developmental counselling model Building staff capacity in using Play is The Way pedagogy. Fostering positive staff morale.	Reduction of behaviour incident reports by 1/3rd and strong positive feedback