

Woodville Primary School 2017 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:

05/02/2018

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 2017 the school started with an enrollment of 339 students and ended the year with 364 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 comprises of a Principal who was appointed in July 2016 and a newly appointed Deputy Principal who commenced her three year tenure in Term 4 2017.

Highlights 2017:

- o Training with Wilson MacCaskill - 'Play is The Way'
- o Setting up 'Scorelink' as whole school data base to track and monitor student progress in Reading, Writing, Maths and other curriculum areas
- o Buddy class: whole school wellbeing/social skill development including successful integration of Grove annexe
- o Showcase day highlighting student learning in The Arts
- o Participation and representation in SAPSASA events
- o Year 6/7 and Year 4/5 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 Labs on Legs science program
- o Musical spectacular - highlighting the learning of the instrumental music program and Footsteps Dance Program
- o Twilight Sports Day including Bowden Brompton Community School students providing Coffee Van and BBQ as part of their SACE LPLP Project
- o Completion of new STEM refurbishment
- o SAT fundraising to support World Vision Child sponsorship
- o Upgrades to Front Office planned
- 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 2017 were as follows:

Robert Bone (Chairperson), Danni Letts, Sam Clutton (staff rep), Andy Constantinides, Melissa Kretschmer (Deputy Chairperson), Lauren Duncan, Mary Papandreou (secretary), Danielle Duffield, Dani Letts, Renee Groom, Katy Bone (Treasurer), Kerry Williams, Yiota Seaman and Nicole Shute

Staff representatives: Monica Lee (term 1) Brie Manoel (term 2) and Gail Painter (term 3 & 4)

Key outcomes included:

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

Fundraising – Various events raised approximately \$5669. Fundraising was primarily for purchase of a new School BBQ. Some new play equipment was also purchased.

Canteen – the Canteen is being well supported by the school community, covering its costs so we no longer need to look into alternate arrangements for its running.

OSHC – The OSHC provides an important service and is well attended.

Dress Code – Support for our school dress code continues to be high.

Grounds – Two working bees and much work has been done around the School. Michelle Nash has been very supportive volunteering many hours of her own time to work around the School.

Organised Sport – Our school once again participated in basketball, netball and football. The Governing Council approved the 'School Sports Committee' overhauled sports policy and coordinator/coach forms. The After-school sports were run professionally and smoothly, culminating in a well-attended presentation night.

Road Safety – This continues to be an ongoing issue. Concerns centre around parking infringements and Safety of children at drop-off/pickup time.

Showcase - This was a great opportunity to "Showcase" our fabulous students, teachers, classes and facilities, through the Arts theme.

The Grove & Positive Pathways – Both successfully provide a necessary service for the community.

Community Involvement – Our Pastoral Care worker continues to be a valuable asset connecting community through 'Brekky Friday' and 'Café Woodville' to develop these family school ties.

Other events of interest – School Camps, Volunteers' & Special Guests' morning teas and numerous incursions/ excursions.

Leadership; Deputy Principal Kirsty Maclean is off to a great start.

Maffei entered her second year (first full year) with the school with utmost professionalism and continues to be a great asset to the school.

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 2017 our priority areas focus was on:

Building a community of learners:

- o the teacher creates a culture where everyone inspires and encourages each others' learning

Participate in professional leaning communities and networks:

- o leaders and teachers participate in critically reflective inquiry to develop teaching and learning across the school

PRIORITIES:

Staff were involved in a review of the 2016 Site Improvement Plan and data and feedback from this process was used as the basis for the development of the 2017 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 Embedding 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, in addition to developing Mathematical Mindsets (Jo Boaler) and participation in Partnership 'Continuity of Learning' project and DECD 'Thinking Mathematically' project
- 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 'Moderation'

OUTCOMES:

PAT-R SCALE SCORE

- o 72% of Year 3 students achieved at or above target Scale Score: 95
- o 83% of Year 4 students achieved at or above target Scale Score: 106
- o 77% of Year 5 students achieved at or above target Scale Score: 112
- o 71% of Year 6 students achieved at or above target Scale Score: 118
- o 82% 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

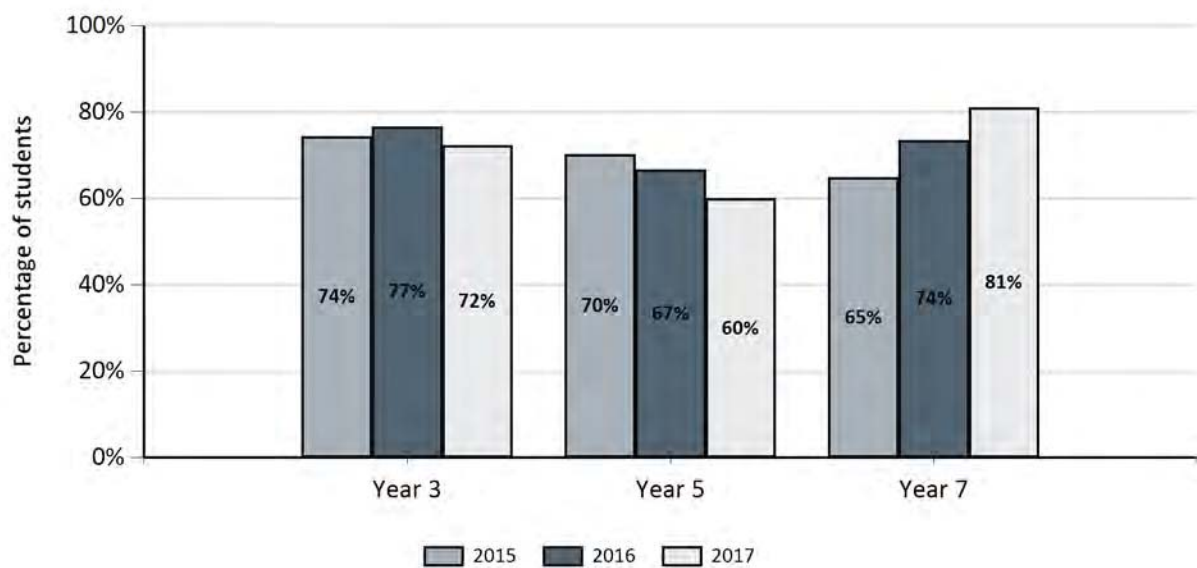
- o 81% of Year 3 students achieved at or above target Scale Score: 101
- o 73% of Year 4 students achieved at or above target Scale Score: 110
- o 59% of Year 5 students achieved at or above target Scale Score: 112
- o 58% of Year 6 students achieved at or above target Scale Score: 120
- o 67% of Year 7 students achieved at or above target Scale Score: 121

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.

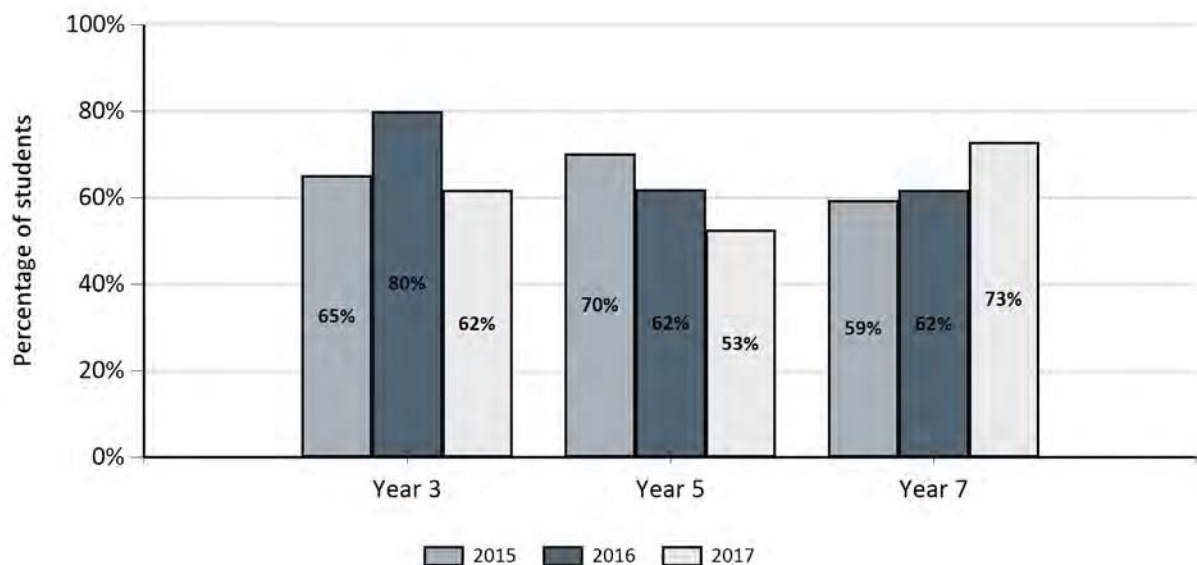
Reading



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	20%	21%	25%
Middle progress group	73%	68%	50%
Lower progress group	7%	11%	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 3-5	Year 5-7	State (average)
Upper progress group	25%	20%	25%
Middle progress group	36%	50%	50%
Lower progress group	39%	30%	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	47	47	15	12	32%	26%
Year 3 2015-17 Average	40.0	40.0	12.7	8.0	32%	20%
Year 5 2017	40	40	10	5	25%	13%
Year 5 2015-17 Average	39.7	39.7	10.0	5.3	25%	13%
Year 7 2017	37	37	6	6	16%	16%
Year 7 2015-17 Average	36.0	36.0	6.7	4.0	19%	11%

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

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, Fractions 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, especially tier 3 words, 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, literary devices, 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 with extra in-class support and Words their Way in particular.

Both teaching staff and SSO staff have participated in Professional Development activities aimed at building teacher capacity in the areas of Mathematics (Thinking Mathematically project, Mathematical mindsets, Continuity of Learning) and Guided Reading (Carmel Small) 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 reviewing and updating Whole School Agreements especially around Literacy, Numeracy and Feedback, and strengthening commitment to abiding by these agreements.

Using the Scorelink and class specific student data with an emphasis on student voice (students taking ownership of their learning) 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. PLC team planning, moderating and monitoring learning has also improved consistency across the school and strengthened classroom programs. 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	2017
Reception	91.8%	89.7%	92.2%	91.3%
Year 1	91.3%	93.2%	93.9%	91.1%
Year 2	91.1%	92.0%	93.2%	91.1%
Year 3	92.2%	89.2%	91.9%	93.0%
Year 4	91.3%	92.3%	91.2%	91.3%
Year 5	91.0%	90.7%	92.9%	89.4%
Year 6	89.6%	92.5%	91.8%	88.7%
Year 7	89.7%	88.8%	92.8%	92.4%
Primary Other				100.0%
Total	91.0%	91.0%	92.5%	91.0%

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

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

Attendance Comment

In 2017 there was a approximately a 1% drop in attendance compared to 2016. This was greatly affected by a small number of chronic non-attending families who were experiencing a variety of health and family related issues. 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. Whole school consistent approach is used through the Play is The Way pedagogy. '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 an increase of 137 incidences since 2016 due to increase in enrolments of students at high risk and continuing students experiencing trauma and other related issues.

Client Opinion Summary

From surveys of Students and the Community the following key points were highlighted:

POSITIVES:

- Family/student friendly environment and helpful staff
- Good community feel to the school
- Instrumental music program
- Woodville's social policy and implementation - Play is The Way is excellent
- 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
- Middle Years learning program - following Middle School pedagogy
- Support of school counsellor
- Good community involvement
- Good having Parent morning tea/information session as part of new Reception Transition Visit

AREAS FOR IMPROVEMENT:

- Communication - advance notice of events especially those requiring funds
- Update resources
- School pick-up and drop-off areas/parking
- Consistency in regards to processes and procedures across the school
- Attention to academic success - extending all students
- Transition visits for New Receptions - include medical information for staff

Staff responses highlighted:

- Middle Years pedagogy and maths program
- PLC teams
- Transition programs
- Word study
- Reading blocks with SSO support
- Increased staff collaboration
- Community links
- Special Education referrals and support
- STEM facility
- Increased/improved working relations between all the units



Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	3	4.0%
Other	1	1.3%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	13	17.3%
Transfer to SA Govt School	57	76.0%
Unknown	1	1.3%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

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.
 All workers on site supply a hard copy of DCSI screening prior to commencing any works. Copies of these are 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	37
Post Graduate Qualifications	16

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	19.8	0.9	8.7
Persons	0	23	1	13

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

Financial Statement

Funding Source	Amount
Grants: State	3229716
Grants: Commonwealth	10100
Parent Contributions	90694
Fund Raising	6091
Other	15000

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
	Improved Behaviour Management and Engagement	N/A	
Targeted Funding for Individual Students	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. Targeted programs were written (by Intervention teacher) for SSOs to implement.	Progress is on upward trend
Targeted Funding for Groups of Students	<p>Improved Outcomes for</p> <ul style="list-style-type: none"> - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy <p>First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant</p>	<p>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.</p> <p>LEARNING DIFFICULTIES Students not verified through DECD processes were provided with SSO support Literacy/numeracy. AUSTRALIAN CURRICULUM Teachers were released in PLC teams with SLLIP so as to build teacher capacity. Professional Development opportunities were subsidized by the School to support staff to attend these activities.</p>	Attendance issues are still impacting students achievement. Those attending are showing steady progress towards achieving benchmark.
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives	N/A	
Other Discretionary Funding	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	Increased number of students coming off program due to reaching benchmark
	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.	Incidences have increased, but are attributed to few select students