Woodville Primary School

2022 annual report to the community

Woodville Primary School Number: 497

Partnership: Inner West

		Signature
School principal:	Mrs Kirsty Maclean	
Governing council chair:	Michelle Tonkin	
Date of endorsement:	28 February 2023	

Government
of South Australia

Department for Education

Context and highlights

Woodville Primary School is situated on Port Road, Woodville, 8 kms 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. The school is a Category 4 Index of Disadvantage site with an enrolment 214 students. This number is variable as we have a transient population, and has varied throughout the year. In 2022 the school structure was 9 mainstream classes after a drop of 3 classes with high numbers of the double cohort who moved into High School in 2021.

Students come from a variety of socio-economic backgrounds. Approximately 22% of the students are from Non-English Speaking Backgrounds (NESB) and these represent 38 different cultural groups. Approximately 10% of students are identified as having Aboriginal heritage and slightly over 11% of students are verified as having a learning disability. There are approximately 26 of students who receive School Card assistance.

The Leadership Team comprises of a Principal who started in Term 2 winning the position for 3 terms whilst the Principal went on Long Service Leave. The Principal was then rolled over for a further 12 months by the Education Director. As the new Principal was the previous Deputy Principal, the DP role was then internally advertised and filled by the Year 6 teacher. Again, this role was rolled over alike the Principal position as voted by PAC for consistency and the growth the new Leadership team was showing.

The Wellbeing and Engagement Leader with a three-year tenure -.21/01/2021-21/01/2024.

Highlights 2022:
• Whole school maths training with Peter Sullivan
• Early Years running InitiaLit program for Literacy with support from the Intervention teacher
• ORF trial with the 2 x Year 2 teachers
• MultiLit intervention for students in year 3/4
• Implementation of Spelling Mastery for continuation of Structured Synthetics phonics program for Year 3-6 students
• ARTS Showcase night highlighting student learning in the Art field
• Participation and representation in SAPSASA events - Second place for Small Schools Category
• Festival of Music - choir participation
• Premier's Reading Challenge and Book Week - with Book Week parade
• Student Researcher Team - surveyed student population about their feelings/thoughts about math, lessons and teacher practice.
   Students analysed data to hypothesise and identify barriers to learning and what might improve learning.
• Connections with community groups - Pastoral Care worker
• 'Brekky Fridays' supported by local church groups
• Whole school transition program – including new Reception students and transition to High School Year 6
• Sports Day
• End of Year whole school Celebration performance

Governing council report

Governing Council members for 2022 were as follows:
Michelle Tonkin (Chairperson), Kylie Tiboldo (Secretary), Brooke Williams (Treasurer), Heidi Harwood (Deputy chairperson), Yvonne Noordhoek, Tatiana Singler, Shareena White, Karly Perkins, Melissa Pryor Wendy Jolley (Staff Rep).

All meetings were held whilst adhering to COVID health guidelines.

Key outcomes this year included:

Finance – the school maintained its financial position with a 5% surplus as recommended by DfE.

Fundraising – led by Karly and Melissa, was able to hold several events including discos, sports day BBQ, mother's and father's day stalls.

Canteen –. The intake however dropped slightly which has been attributed to toe loss of our Year 7 student population however continues to be a viable and a valued service for the school community

OSHC – YMCA continue to run the service. GC advised the service in 2021 that improvements were required and as the service was not improving, decided to go through the Procurement Process. An evaluation team was put together to look through tenders over the Christmas period. The winning tender is required to start Term 2 2023.

Dress Code – Committee began process of changing uniform. After a survey of the community a procurement process began in Term 2. The evaluation team looked at tenders in Term 4. The new uniform company will begin in Term 2 2023.

Grounds – One Working Bee was held this year where 30 families came and cleaned up the front of the school. Maintenance works was undertaken after a tree audit was completed showing many trees causing safety and storm water issues.

Other works are still in progress due to materials shortage. Upgrading of playgrounds went to tender in term 2 with quotes finalised at the end of term 4 2022. The school community should see these in the ground term 2 next year. Additionally, the school community looked at changing the school logo. The school community was surveyed and a working party liaised with designs for a final vote. The logo was given to the Chief Executive for signing off.

At the end of 2022 our groundskeeper took another position at another school. This left a gap of grounds work over the Christmas break before starting the new year.

Organised Sport – Our school participated in basketball, football and SAPSASA. good outcomes were achieved with the school placing second for the small school category for Track and Field Athletics.

Quality improvement planning

IMPROVEMENT PLANNING:
Our site improvement plan is informed by the Department for Education School Improvement Planning guidelines and resources. Our 2022 Site Improvement plan priorities were a direct result of whole school data analysis which highlighted areas for improvement in student achievement and growth - Writing and Mathematics. The strategies and actions that were put in place were guided by the recommendations made in the Literacy and Numeracy Guide Books (DfE) and consultation and coaching with our Numeracy coach and Literacy Guarantee Unit.

WRITING:
Improvement Goal 1: To increase students' Writing achievement by developing their understanding of constructing cohesive texts, while attending to sentence structure and vocabulary, particularly years 5-7.

Target:
By end of 2022:
Rec CrT3 & GrA1: 60% 5 of 9 EALD students at or above LEAP 3
Yr 1 at CrT 4 & GrA 2: 60% 6 of 10 EALD students at or above LEAP 4
Yr 2 CrT 6 & GrA 3: 60% 7 of 11 EALD students at or above LEAP 5
Yr 3 CrT 7 & GrA 4: 60% 10 of 16 EALD students at or above LEAP 5
Yr 4 CrT 8 & GrA 4: 60% 7 of 12 EALD students at or above LEAP 7
Yr 5 CrT 8 & GrA 5: 60% 6 of 10 EALD students at or above LEAP 5
Yr 6 CrT 9 & GrA 6: 60% 7 of 11 EALD students at or above LEAP 8

Outcome:
R8 - Year 1 - 7/9 students - 78% Majority of students increased 1-2 LEAP Levels
R9 - Year 1 - 6/10 students - 60% Most students increased 1-2 LEAP levels
R7 - Year 2 students - 7/16 students - 40% Many students increased 1-2 LEAP levels
R18 - Year 2 students - 7/16 students - 40% Many students increased 1-2 LEAP levels
R15 - Year 3 students 5/10 - 50% many students increased 1-2 LEAP levels
Year 4 students 3/18 - 16% small number of students increased 1-2 LEAP levels
R16 - Year 3 students 3/8 - 38% some students increase 1-2 LAP levels
Year 4 students 13/21 - 62% most students increased 1-2 LEAP levels
R11 - Year 5 students 2/19 - 11% small number of students increase 1-2 LEAP levels
Year 6 students 3/10 - 30% some students increased 1-2 LEAP levels
R14 - Year 5 students 2/19 - 11% small number of students increase 1-2 LEAP levels
Year 6 students 3/10 - 30% some students increased 1-2 LEAP levels
R13 - Year 6 students /28 - 30% some students increased 1-2 LEAP levels
We will continue with our focus on writing cohesive text with a focus on sentence structure across genres and subject areas.
Our focus on developing Writing skills will continue with support from the Literacy Guarantee Unit. Additionally, staff will receive training and development from Bronwyn Custance in the LEAP levels with particular focus on vocabulary, cohesion and sentence structure. Our whole site will also receive training in the DIBELS assessment to analyse, track and progress students in reading.

MATHEMATICS:
Improvement Goal 2: To improve student's mathematical achievement, leading with number; fluency, understanding and problem solving across R-6.
Target:
By end of 2022,

Year 1 - 80% 15/19 students to achieve @ SEA in PAT Maths
Year 2 - 80% 28/38 students to achieve @ SEA in PAT Maths
Year 3 - 80% 27/34 students to achieve @ SEA in PAT Maths
Year 4 - 80% 29/ 37 students to achieve @ SEA in PAT Maths
Year 5 - 80% 28/38 students to achieve @ SEA in PAT Maths
Year 6 - 80% 39/49 students to achieve @ SEA in PAT Maths

Outcome:
Year 3 – 92% achieved SEA
Year 4 - 82% achieved SEA
Year 5 - 69% achieved SEA
Year 6 - 85% achieved SEA

Based on this data our new Site Improvement Plan will focus on developing Mathematics skills leading with number, fluency, understanding and problem solving across R-6. Our learning will be supported by researching and implementation of an evidence based intervention program. Progress monitoring will include Maths Fluency tests and formative assessment data using Back to Front Maths. Our whole school yearly overviews will additionally help teachers to cover all strands of maths whilst using the unit of work.

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
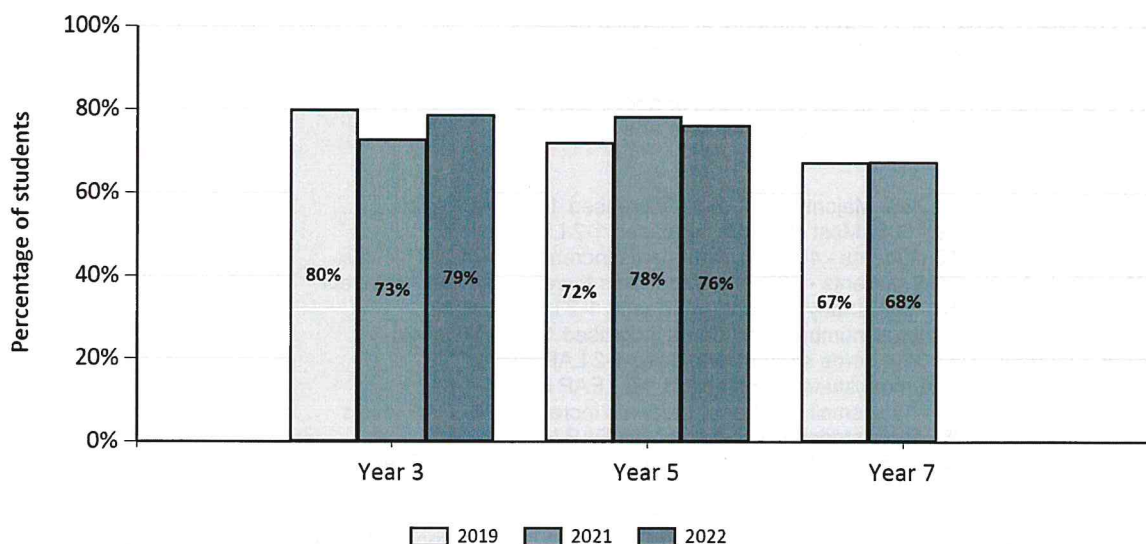
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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.
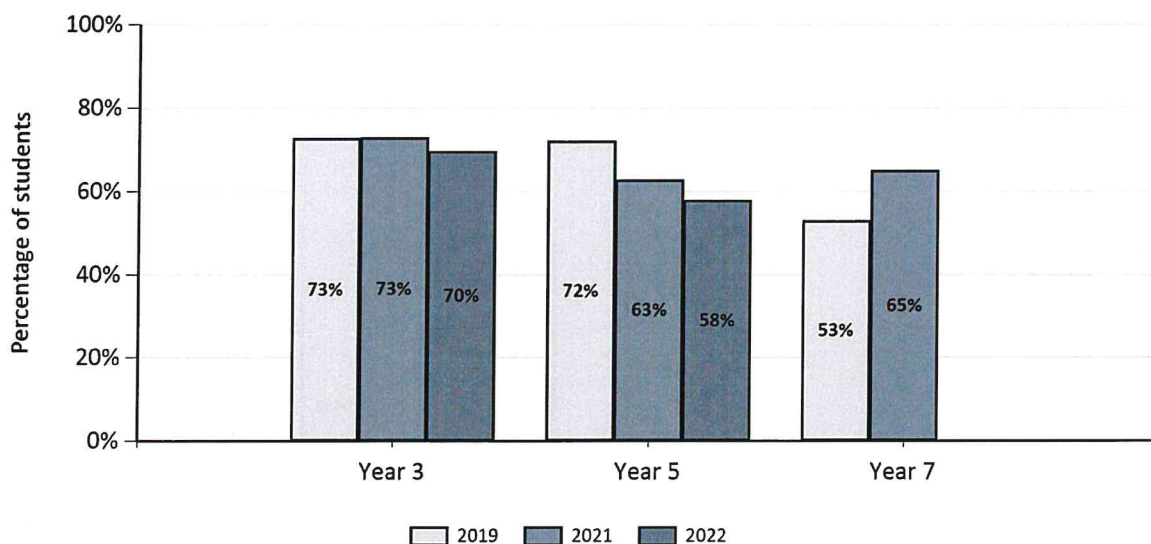
Numeracy

*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 2022.
*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 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 03 2022	33	33	15	10	46%	30%
Year 03 2021-2022 Average	35.0	35.0	15.5	11.0	44%	31%
Year 05 2022	38	38	10	3	26%	8%
Year 05 2021-2022 Average	44.5	44.5	11.0	6.0	25%	13%
Year 07 2021-2022 Average	40.0	40.0	8.0	7.0	20%	18%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
^includes absent and withdrawn students.
*Reporting of data not provided when less than six students in the respective cohort.
**Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading

*NOTE: No NAPLAN testing was conducted in 2020.
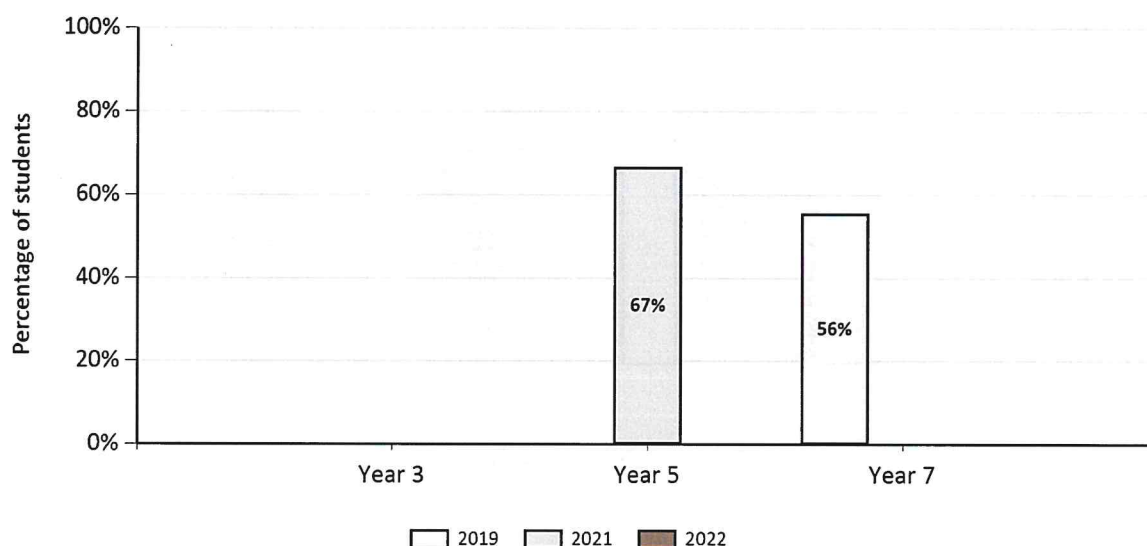Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
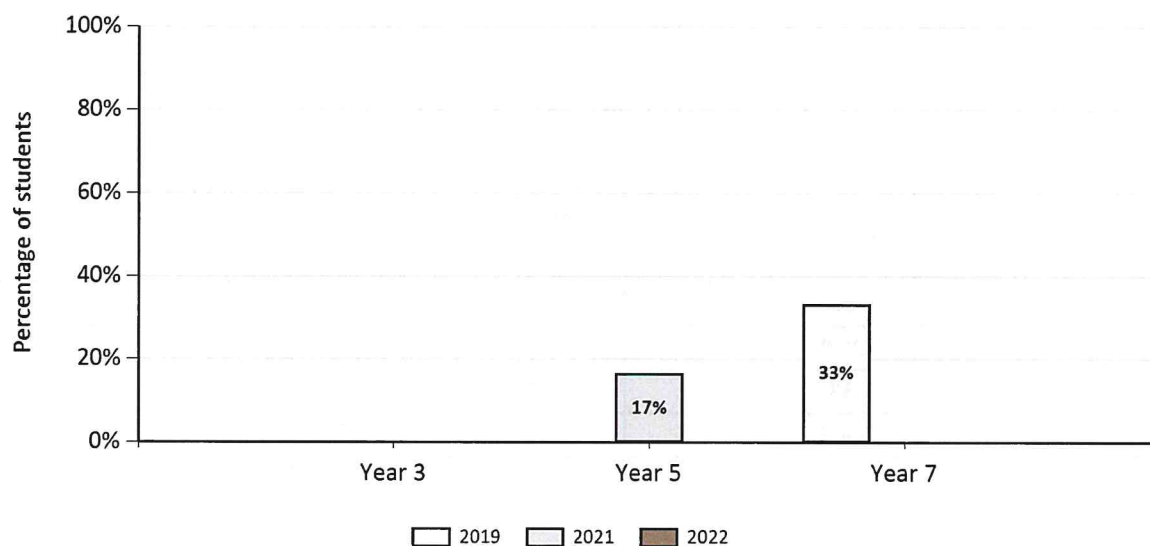Data is only shown for Aboriginal learners.

Numeracy

*NOTE: No NAPLAN testing was conducted in 2020.
Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
^includes absent and withdrawn students.
*Reporting of data not provided when less than six students in the respective cohort.
**Percentages have been rounded off to the nearest whole number.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Tracking & Monitoring

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

> Our site has gone through many changes of an ACEO and AET due to staff changes. Leadership felt that relationships was key as we saw a decline in student numbers and parent engagement in our community.
> In 2022 we ran most of the year without an ACEO after a position was not able to be filled by an Aboriginal representative. Leadership collaborated with some parents and student reps to be in the making of our Acknowledgment to Country video. Attendance and connection to community was a major focus as we saw student participation levels in assessments was low. Our AET teacher worked alongside a new graduating teacher to help work alongside students and start new projects for the ATSI students to participate in. Students and families responded to this positively. Our APAS worker worked with students in R-3 on both oral and written language based on the principles of scientific reading research. Intervention groups to support Aboriginal students who were not meeting year level benchmarks in InitiaLit were created and given a structured, prescriptive program.

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

> The results from Aboriginal learners at WPS who took part in the new evidence-based learning interventions indicates the implementation of these were a success. Most students receiving APAS support met the Literacy goals we set for them. Students who were not as successful, were influenced by other factors such as attendance or being a student with a disability, rather than the effectiveness of the intervention they received. Student developments in Phonological awareness were recorded, in both highest correct level and automaticity. Tracking the data and making sure the AET regularly met with APAS tutor - to oversee the program and to ensure mastery was occurring before moving through the levels - were critical aspects. LGU was a major support for the APAS worker.

School performance comment

The following measures were used to monitor and evaluate student achievement and progress in 2022.
Phonics: 84% of our Year 1 students achieved the Standard of Educational Achievement (SEA).
PAT Maths:
• Year 3 –92% achieved SEA
• Year 4 - 82% achieved SEA
• Year 5 - 69% achieved SEA
• Year 6 - 85% achieved SEA
PAT Reading:
• Year 3 –92% achieved SEA
• Year 4 - 76% achieved SEA
• Year 5 - 80% achieved SEA
• Year 6 - 90% achieved SEA
NAPLAN Reading:
Year 3 – 78% achieved SEA
Year 5 – 76% achieved SEA
NAPLAN Maths:
Year 3 – 70% achieved SEA
Year 5 – 58% achieved SEA

LEAP (Learning English Achievement and Proficiency:
Excluding new students (no prior data)
Year 1 - 13/19 students - 68% Majority of students increased 1-2 LEAP Levels
Year 2 students - 14/32 students - 40% Many students increased 1-2 LEAP levels
Year 3 students 8/18 - 44% many students increased 1-2 LEAP levels
Year 4 students 16/39 - 41% small number of students increased 1-2 LEAP levels
Year 5 students 4/38 - 11% small number of students increase 1-2 LEAP levels
Year 6 students 15/48 - 31% some students increased 1-2 LEAP levels
It is expected that there is one level growth for the year.

Attendance

Year level	2019	2020	2021	2022
Reception	92.7%	85.5%	88.6%	83.6%
Year 1	89.0%	81.0%	89.8%	84.3%
Year 2	92.7%	83.5%	87.2%	83.9%
Year 3	89.3%	86.6%	88.3%	86.2%
Year 4	91.1%	83.7%	91.4%	79.6%
Year 5	93.1%	85.1%	89.1%	85.3%
Year 6	91.1%	84.1%	92.1%	82.6%
Year 7	87.8%	81.8%	89.2%	N/A
Year 8	100.0%	N/A	N/A	N/A
Secondary Other	N/A	N/A	N/A	N/A
Total	90.7%	83.9%	89.5%	83.5%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

In 2022, school attendance was 84.67% with decline of 3.86 % on the previous year. This is due to many of our students showing increased levels of anxiety, depression and refusal to come to school. Since schools have faced COVID some of our chronic non-attenders have had social anxiety.

There were 8 families whose children were chronic non-attenders. There was evidence of
high trauma and mental health issues especially anxiety and school refusal.
Processes in place:
• part-time exemption plans, counselling, mental health plans, parent meetings and phone calls, round table meetings, modified programs, home visits and outside providers.
• 2 families worked with EFC; both reviewed with a final plan set up for 2022.
• 1 family worked along-side the YERTA Aboriginal Service Engagement project to improve family engagement and student attendance. Early signs of the project were favourable.
The Family plans on 2 of the chronic non-attenders were dropped due to low family engagement of plans.

Behaviour support comment

uring 2022

There were 479 incident forms generated formally through our school reporting process.The compilation of these 479 occurrences were split to CLASSROOMS (231 Forms – 48%) YARD (168 forms – 35%) and other/Home/off school property (80 forms – 17%).

There were: 34 external suspensions; 18 internal suspensions, 4 exclusions, 40 Time outs – 2 were Classroom time outs, 38 were Admin time outs working in the office; 19 take homes, 50 other actions – which included parent meetings, phone calls, restrictions from play areas, part-time attendances, enrolment at behaviour centres etc.

Evidence of trends - lower incidences in the yard throughout 2022. 2022 also revealed more reports from students who were seeking assistance to work out social/friendship/disputes and cyber issues – the 80 forms.

The decision to provide more structure within organised break times throughout 2022, to potentially lessen the number of incidents between students, was successful – PALS and Lunchtime programme in the library has assisted with this reduction in 2022.

In 2023 - continue to promote the reporting of all incident and harassment through a formalised system (which was done in 2022 and res

Parent opinion survey summary

Parents and Caregivers were invited to participate in the DfE School Parent Engagement Survey. A total of 62 Parents/Caregivers responded. The survey covered the following questions. Highlighted is also the total of responses that were 'Agree' or 'Strongly Agree' and 'Neutral. The results are generally comparable to all schools.

• People and respect – 77% 'agree/strongly agree', 13% 'neutral'
• Teachers and students are respectful – 78% 'agree/strongly agree', 15% 'neutral'
• Child is important – 72% 'agree/strongly agree', 11% 'neutral'
• Receive enough communication – 65% 'agree/strongly agree', 17% 'neutral'
• The school communicates effectively – 65% 'agree/strongly agree', 13% 'neutral'
• I know what standard of work - 60% 'agree/strongly agree', 9% 'neutral'
• Receive useful feedback - 59% 'agree/strongly agree',19% 'neutral'
• Useful discussions – 58% 'agree/strongly agree', 19% 'neutral'
• I talk with my child – 92% (often or sometimes)
• Input about my child's learning – 47% 'agree/strongly agree' 27% neutral
• Good home learning routine– 67% 'agree/strongly agree' 12% neutral
• Education is important– 82% 'agree/strongly agree'
• Equipped to plan pathways – 68% 'agree/strongly agree'
• Wants more help – 59% 'agree/strongly agree'
• Encourages to help children learn – 59% 'agree/strongly agree'
• Receive learning tips – 37% 'agree/strongly agree'

From this we will work on further developing trust and high expectations and communicate these more efficiently. We will be using only one App for communication to reduce load on families. A greater emphasis will be put on providing parents with more information about what they can be doing at home to support their child and what the develop a homework policy. Newsletters and assemblies will be more upbeat to promote and show highlights of student work.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	3	11.5%
NT - LEFT SA FOR NT	1	3.8%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	19	73.1%
VI - LEFT SA FOR VIC	3	11.5%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

Woodville Primary School has a comprehensive approach to ensuring that all members of our community that work with children have the relevant clearance – Working With Children Check. Prior to entering or taking up a role at WPS, all individuals, including staff, Governing Council members, volunteers, support staff (Autism SA, RASA, Psychologist, OTs) are required to provide evidence of their WWCC clearance, proof of qualifications, etc., Teacher Registration/qualification, enabling school leadership to ensure they do not pose a risk to students. Adults are not permitted to undertake work on site until proof of clearance has been confirmed. Induction process is used. The Business Manger supports individuals to start the screening process. The process is overseen by school leadership.

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	35
Post Graduate Qualifications	12

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	19.0	0.9	9.6
Persons	0	23	1	16

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	$3,275,711
Grants: Commonwealth	$14,472
Parent Contributions	$89,325
Fund Raising	$8,955
Other	$156,756

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

2022 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to support the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
	Improved wellbeing and engagement	Established relationships with parents: online workshops. Introduced 'Zones of regulation' in 2 classes. Stocking and maintaining Interoception room, sensory play equipment and resourcing classrooms to set up 'Chill Out' spaces. A video around restorative practices and a bench was installed for students to be able to sort out problems.	Reduces class disruption to learning. Increase direct instruction time.
Targeted funding for individual students	Improved outcomes for students with an additional language or dialect	Students with literacy levels below benchmark were provided with support in class, one on one or in a small group with our Literacy intervention teacher with a focus on vocabulary, oral language and sentence structure.	Students who were requiring support in oral language showed great improvement and confidence when speaking in front of the class on a particular topic for presentation. Their vocabulary also increased within their sentences for writing.
	Inclusive Education Support Program	Funding was used to employ SSO staff and Mentors to support students 1:1 or in small group settings to provide direct explicit instruction, deliver speech programs, phonic programs and social skill/interoception program	Greater number of students reaching/progressing to benchmark, evidenced by data.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	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 withdrawal from class - areas targeted were reading, sight words, writing and letter/sound recognition.	Attendance and engagement in class increased with our ATSI population with our new Aboriginal support worker and new AET teacher having positive connections with families and students within the class.
Program funding for all students	Australian Curriculum	Teacher capacity targeted through release to work in PLT teams with SLLIP/Maths coach/LGU in InitiaLit and Spelling Mastery programs to further develop systemic synthetics across the site. Professional Development informed by Site Improvement Plan; Peter Sullivan for Maths with resources related to Site priorities to support programs. Assessment data showed growth in Phonics, Writing and One minute Maths.	Students in Year 3-6 showed some students develop 1-2 levels in spelling mastery. The focus on developing student's vocabulary in maths lessons showed a significant increase of new tier words being used in student work. InitiaLit for R-2 students showed only a few students not reacing benchmark for their year level.
	Aboriginal languages programs Initiatives	N/A	N/A

		Phonetic reading intervention program targeted students below benchmark (SIP target) with SSO/teacher support one to one or small group three times a week. Developing resources supporting Decodable Readers and Maths.	84% of Year 1 students achieved benchmark in Phonics (increase of 13%).
	Better schools funding		
Other discretionary funding	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A