# Woodend Primary School
## 2019 annual report
## to the school community

**Government of South Australia**
Department for Education

Woodend Primary School Number: 1056

Partnership: Marion Coast

**Name of school principal:**                         Steve Freeman

**Name of governing council chairperson:**            Karen Gunton

**Date of endorsement:**                              4th December 2019

# School context and highlights

Woodend Primary School is a Reception to Year 7 school situated in the southern metropolitan area. Enrolments have been increasing to 668 students being enrolled in 2020. The school is classified as DfE Index of Educational Disadvantage Category 7 and has an Index of Community Socio educational Advantage (ICSEA) score of 1063. The school population includes 1% Aboriginal students, 4% Students with Disabilities, less than 1% students under the Guardianship of the Minister (GoM), 4% of students for whom English is an Additional Dialect or Language (EALD), and 11% of families are eligible for School Card assistance. This has been constant over the last few years. The Leadership Team consists of a Principal, Deputy Principal, Senior Leader: Curriculum and Senior Leader: Digital Technologies.

*  Stephanie Alexander Kitchen Garden Program: The school was one of the first schools in South Australia to be accepted into the Stephanie Alexander Kitchen Garden National Program in 2009. Students from years 3-5 participate in  this program where the focus is on students growing, harvesting, preparing and sharing their produce.

*  Jump: High Velocity is the Woodend PS Jump Rope team. This team performs at public events and at other schools. The 2019 National Championships resulted in over 90 medals and ribbons being awarded for high skill level.

*   Music: 2019 saw the continuation of a year 4 Recorder program.  Seaview High School provide demonstration sessions for students and we now have over 110 students studying an instrument of choice. Voice is being added to our repertoire in 2020. This will complement our existing instrumental program.

*   Japanese: Japanese is an integral and valued part of our learning program. International Students: Since  2006 the school has engaged in the DfE International Education Program, hosting annual study tours by Japanese students from Myojo Gakuen in Tokyo (year 4-7 mainly).  Every second year our year 5,6 and 7 students are offered the opportunity to be involved in a study tour to Myojo Gakuen. In 2020 we will take 27 students on this tour.

*   Student Leadership program: many specific leadership opportunities are provided for senior students. In addition senior students are expected to make an intellectual and practical contribution to the school community through class generated special projects and in 2020 will play a significant role in our work in the area of student agency in learning.

# Governing council report

Throughout 2019 our work has been to support the learning improvement plan, school communications map, parent engagement strategy, student voice in learning, and STEAM initiatives as well as supporting our various committees – parent network, OSHC, sports, grounds, healthy eating, traffic and safety, and finance.

This year we have undertaken a number of initiatives:
-        monitoring the new extended the Kiss & Go;
-        working with Marion Council to create a pathway and oval access to improve the ease and safety for active travel to school as well as monitoring traffic on Young Street which will result in the installation of a Koala crossing next year;
-        working with Way2Go to bring the Bike Ed program in for year 5 students;
-        planning for the development of playground & nature play is underway, plans now include an oval pathway linking the school to the new path;
-        support for STEAM week activities, including Arts & Music this year;
-        hiring a new canteen manager and canteen staff member;
-        hiring a new OSHC director;
-        participating in the School Review process.

Governing Council continues to fundraise for new playground and nature play space on our school oval. We've raised approximately $3500 from our partnership with Credit Union SA, $7700 from a school Colour Run, $8800 from Parent Network initiatives such as school banking program and market days, and have received a grant for $20,000.

A special thank you to retiring Governing Council member Sarah Thomas who has served on Governing Council for 5 years and has been an invaluable member of our school community –  serving as chair of our Traffic & Safety Committee for the past 2 years, and bringing the STEAM week initiative to WPS which is a legacy that we pledge to carry on. We thank Sarah for her service to our school.

Karen Gunton: Governing Council Chairperson

# Improvement planning - review and evaluate

Goal 1: Increase the number of students achieving in the higher bands of NAPLAN in Reading.
o Students will be able to articulate and achieve their individual reading goals
o When we ask them, students will be able to articulate the specific reading strategy they are working on to improve their reading
o There will be an increase in the number of students achieving in the higher bands of reading
Improvement Goals: We have focused our attention on Goal 1 and have met the targets we set for increasing the number of students in the higher bands of reading in years 3 and 5. We have now revised our targets for 2020. Most students are now able to articulate their reading goals and the strategy they are working on to improve their reading. This emphasis will be continued in 2020.

Our learning: In the process of investigating evidence-based practices we are now thinking more critically around the Big 6 in Reading. As a result of this we have begun to establish systematic synthetic phonics across R-7, with a focus using InitiaLit in the early years. Decodable readers in the Early Years will support this, and we are subsequently revising our waves of intervention.

We also have worked over the year with several consultants to further the understandings and knowledge level of all teachers through targeted learning. Analysis of data has led us to engage with InitiaLit in the early years in order to teach all required phonemes and to build phonological awareness. Years 3-7 subsequently will work with a consultant who will provide a differentiated learning program that further skills teachers in the explicit teaching of reading and writing, and who are highly skilled in the area of grammar. Programs and resources are required to be evidence and research based. Spelling has been reviewed, with a focus on explicit and systematic teaching of synthetic phonics, and will complement the writing and reading strategies.

Next steps:
o Conducting deeper analysis of the challenges of practice via professional discussions with individuals and teams of teachers about where they placed themselves on our whole school analysis and what their individual next step might be to move forward.
o Develop agreed data informed approach to differentiation for individual and groups of teachers.
o Embed the work on Learning Intentions, Goal Setting and Success Criteria R-7.
o Work with students on high quality success criteria so they can articulate how they will know when they meet their goal.
o The Curriculum Team will lead the work with individual Professional Learning Teams in implementation and ongoing professional learning.
o Ensure consistency of practice across the school.
o Begin to focus on our Mathematics goal in the SIP.

# 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.
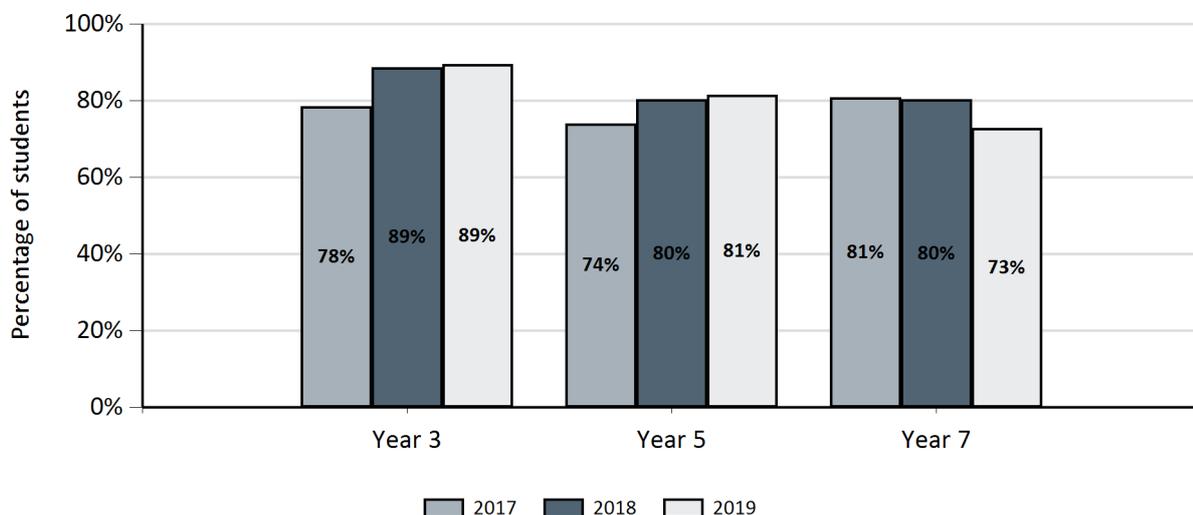
## Reading
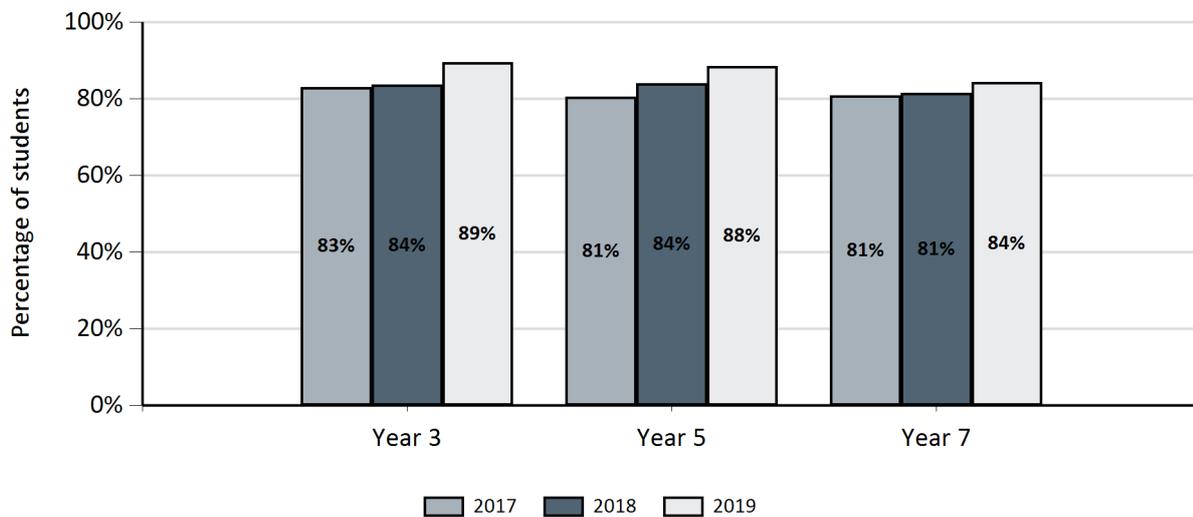


Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

## Numeracy



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.
*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 2019 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 | 27% | 19% | 25% |
| Middle progress group | 48% | 55% | 50% |
| Lower progress group | 25% | 26% | 25% |

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.
*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 | 41% | 15% | 25% |
| Middle progress group | 44% | 56% | 50% |
| Lower progress group | 15% | 30% | 25% |

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.
*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 | 66 | 66 | 37 | 25 | 56% | 38% |
| Year 3 2017-19 average | 77.7 | 77.7 | 37.3 | 24.7 | 48% | 32% |
| Year 5 2019 | 86 | 86 | 27 | 26 | 31% | 30% |
| Year 5 2017-19 average | 81.3 | 81.3 | 23.3 | 16.7 | 29% | 20% |
| Year 7 2019 | 70 | 70 | 15 | 14 | 21% | 20% |
| Year 7 2017-19 average | 67.7 | 67.7 | 14.3 | 10.7 | 21% | 16% |

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.
^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

The school self-review process has provided opportunities to analyse a range of student achievement data throughout the year to inform school directions and classroom practice.
Running Records:  Student percentage in higher bands increased from 30% in Yr 1 2018 to 41% in Yr 2 2019.
NAPLAN: Students meeting the Standard of Educational Achievement
2019 Reading results for years 3 and 5 show an increase from 2018 and established an increasing pattern of results. Yr 7 results show a slight increase from 2018 and we expect this to also be the start of a pattern of improved results. Although our energies have been focussed on reading in 2019, there has been pleasing improvement in our Numeracy Results in years 3 and 5.In year 3 Numeracy the 2019 result is the same as 2018 and the highest result to date. In year 5 Numeracy the 2019 result is an increase from 2018 and establishes an increasing pattern of results.  It is a notable increase from the yr 3 cohort result (from 78% in 2017 to 81% in 2019). 2019 yr 7 Numeracy result is a decrease from 2018.
Both SEA and Higher Bands results have exceeded the targets set for the year.
Students in the higher bands:
 56% students were in the higher bands in reading in yr 3 in 2019, showing an increase from 2018 and continues an increasing pattern of result since 2016. Yr 5 high band achievement of 31% continues an increasing pattern since 2017. Yr 7 results continue to see-saw. We are expecting a pattern of increased achievement to be established in 2020 as we build on improved and consistent practices.
A significantly increased number of students were retained in the higher bands at yr 5 and 7 in both Reading and Numeracy with our targets being exceeded.
A-E Data
The Partnership LDAM work has strengthened consistency in grading. This combined with improvements in the teaching of Reading have resulted in a significant increase in the number of A's achieved in English this year.

# Attendance

| Year level | 2016 | 2017 | 2018 | 2019 |
|---|---|---|---|---|
| Reception | 93.5% | 93.8% | 94.5% | 93.6% |
| Year 1 | 94.1% | 91.6% | 92.6% | 93.0% |
| Year 2 | 92.6% | 94.7% | 94.4% | 94.4% |
| Year 3 | 94.5% | 93.1% | 95.1% | 94.7% |
| Year 4 | 94.5% | 93.2% | 93.3% | 93.8% |
| Year 5 | 94.1% | 92.9% | 92.9% | 94.6% |
| Year 6 | 92.1% | 91.0% | 93.0% | 94.4% |
| Year 7 | 93.0% | 91.7% | 91.2% | 93.4% |
| Primary other | | 88.7% | | |
| Total | 93.6% | 92.8% | 93.4% | 94.0% |

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

# Attendance comment

High level of attendance continues to be the norm R-7. Unexplained absences ae followed up via phone calls, notes interviews and when necessary the attendance branch. All families are required to complete an Exemption Form to indicate planned absences from school. School Blog articles explaining the importance of good attendance are published regularly. Each term attendance is reviewed by the leadership team and strategies put into place for individual students as required. New parents receive information of the need for good attendance.

# Behaviour support comment

Detailed data is collected and analysed on both yard and classroom behaviours. This is via two bully audits and ongoing feedback from staff, students and parents. This is shared via the NewsBlog and with Governing Council. Teachers use Community Circles as a strategy to proactively address concerns before they arise. On occasions this strategy is used to work through a social issue or class related concern after it has happened. Proactively, classes adopt the 'Play is The Way' program. This teaches a common language to focus on positive social interactions, when addressing issues of concern and when teachers teach behavior education.

# Client opinion summary

There is a high correlation between each of the student, parent and staff survey responses. There is a high agreement that students are expected to do their best, that feedback is useful and can be used by the students to improve their learning. A strong sense of being treated fairly is evident in responses with the ability for parents and students to both raise concerns with teachers if necessary. Students feel safe at the school with their concerns able to be raised and listened to. Their opinions are taken seriously via student agency and the student representative council as well other avenues, with a clear acknowledgement that they are able to effect positive outcomes for both learning and their own well being. Students report that there are motivated to learn and that they have a variety of experiences that maintain a high level of engagement. Teachers noted that student learning needs are being met at school and parents reported that their child(re) are making good progress in their learning, with a particular emphasis on English and Maths. There is a strong sense of community and the school is seen as being well maintained, providing a valued environment for students, staff and parents to share the work of educating students.

# Intended destination

|  | School | |
| --- | --- | --- |
| Leave Reason | Number | % |
| Employment | 0 | NA |
| Interstate/Overseas | 2 | 1.9% |
| Other | 1 | 0.9% |
| Seeking Employment | 0 | NA |
| Tertiary/TAFE/Training | 0 | NA |
| Transfer to Non-Govt School | 6 | 5.6% |
| Transfer to SA Govt School | 94 | 87.0% |
| Unknown | 5 | 4.6% |
| Unknown (TG - Not Found) | 0 | NA |

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

# Relevant history screening

Checks are mandated for all people working with students. Governing Council members all have a current screening. Pre service teachers have a screening arranged by their respective university. A record of training is kept at the front office for use to cross check prior to excursions etc that people do have the correct and current training. Volunteers are monitored by the school through a database and the need for screening is advised through the school Blog, at committee meetings and in policies. We also include it in our transiition sessions with new parents and at school tours.

# 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 | 78 |
| Post Graduate Qualifications | 7 |

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

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 | 38.0 | 0.0 | 10.2 |
| Persons | 0 | 44 | 0 | 16 |

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

# Financial statement

| Funding Source | Amount |
|---|---|
| Grants: State | $4,650,637 |
| Grants: Commonwealth | $8,100 |
| Parent Contributions | $487,711 |
| Fund Raising | $27,157 |
| Other | $422,179 |

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

*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 2019 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 behaviour management and engagement | Direct SSO support for individual students; What's the Buzz social skills and targetted learning through SSO salary. | Improved social skills in students in programs. |
|  | Improved outcomes for students with an additional language or dialect | Teacher salary to coordinate learning and to work with SSO's on support of individual students. | One Plan goals being met. |
|  | Improved outcomes for students with disabilities | SSO salary coordinated by dedicated teacher and targetted training for SSO's in systematic synthetic phonics and the teaching of reading. SSO's skilled in delivering planned One Plan outcomes. | One Plan goals being met. |
| Targeted funding for groups of students | Improved outcomes for<br>• rural and isolated students<br>• Aboriginal students<br>• numeracy and literacy<br>including early years support and development | Aboriginal Students: APAS funding used to provide targetted literacy learning in phonemes and phonological awareness which were identified as areas of need.<br>Early years support via additional SSO time allocated to further develop knowledge of phonemes and to deliver learning based on the use of phonics and decodable readers. This support based in classrooms. | Evidence in language used by students in reading. Increase in understanding of phonemes. NAPLAN improvement. |
|  | First language maintenance and development<br>Students taking alternative pathways<br>Learning difficulties grant | NAPLAN funding used to provide a qualified teacher to work with groups of students in the higher bands and those just below SEA. | NAPLAN improvement. |
| Program funding for all students | Australian Curriculum | Training for teachers in how to teach reading, working with consultants and release time to observe quality practice. LDAM | Language evident. Evident in programming and delivery. |
|  | Aboriginal languages programs initiatives | n/a | Language evident. Evident in programming and delivery. |
|  | Better schools funding | Building leadership capacity via access to research based trainin | Increase in leadership capacity - continuing to increase. |
| Other discretionary funding | Specialist school reporting (as required) | n/a |  |
|  | Improved outcomes for gifted students | n/a |  |
|  | Primary school counsellor (if applicable) | n/a |  |