



Whyalla Town Primary School 2016 Annual Report to the School Community



Whyalla Town Primary School Number: 478
Partnership: Whyalla

Name of School Principal:	<u>Dianne Dinedios</u>
Name of Governing Council Chair:	<u>Michelle Richardson</u>
Date of Endorsement:	<u>20/3/2017</u>

School Context and Highlights

Whyalla Town Primary School is a Category 5 school with a Reception to Year 7 enrolment of 344 students with 18% of students being of an Aboriginal and/or ESL background, 7% on School Card and 5% are identified Students with Disabilities. We also have an OSHC service on site that provides before school care, after school care and vacation care for the Whyalla community.

Enrolments have increased steadily during the last 5 years. This trend has now stabilised with enrolments peaking around the 340 to 350 consistently over the last 4 years. Whyalla Town Primary school prides itself in being a highly inclusive school with strong connections to the wider community and Whyalla's historical heritage.

During the last three years Whyalla Town Primary has undergone a significant shift in the profile of the teaching group which has moved from consisting of experienced long term teachers to a younger teaching cohort new to Whyalla. This shift has brought with it challenges as well as exciting possibilities. In 2015 we continued to have a strong Leadership team. The team consisted of the Principal, Deputy Principal (0.6), Counsellor (0.5) and 2 Teaching and learning leader.

The Ancillary staff consisted of 6 SWD support/Intervention Program SSO's; 1 Administrative SSO, 1 library SSO, 1 PRT/TRT Administration SSO, 1 ICT technician, a grounds person and a Finance Officer. We also had a Canteen Manager who was supported in the canteen by volunteers.

The school continues to be the host site for the Whyalla Schools relief teaching link as well as being the base school for the Permanent Relief Teachers who are based in Whyalla.

2016 saw the continuation of our social skills development focus through our camps and sleep-over programme. All year levels participated in these activities which proved to be extremely successful.

Town Primary School was a successful recipient of a STEM grant which will be used to refurbish the resource center into a learning space that will facilitate the development of a rigorous problem solving curriculum focus into the future. This grant will also be used to develop an outside learning area to be utilised by students to explore and experiment in Science, Technology and Maths.

This year saw a wide variety of cultural, sporting and community focused events that brought the school community together in a manner that celebrated the culture and achievements of the school.

Governing Council Report

The WTPS Governing Council has had a very productive and busy 2016 and are well underway to planning an even better 2017. All members need to be commended for their hard work and dedication over the last 12 months.

Fundraising events have been very profitable thanks to our fundraising committee and volunteers. The Mothers and Father's Day stalls were as successful as always with the same small number of volunteers manning the stall in the mornings and during the day. Sports Day was another great day for both the Canteen and also the sausage sizzle on the oval. The Spooky Disco was a popular night for students. The regular Easter and Christmas raffles were effective once again and the inaugural 5c Challenge had amazing results, with no outlay and little effort. In 2016 we funded more classroom furniture, graduation books for the graduating Year 7 students as well as providing for a school performance. We also purchased storage system for the uniform shop.

OHSC has had some staffing changes, but remained steady under the new director who provided excellent leadership. OHSC continues to provide a fantastic service to our community and have extended the service to provide Before School Care.

During 2016 Governing Council worked with school staff to develop plans for The Nature Play project which is progressing well and we should see work underway before the end of the year. High levels of utilisation have been maintained in all programmes and in particular Vacation Care which has seen increased levels of enrolments this has also been the case for Before School Care.

2016 has seen great improvements in the Canteen which has gone from running at a loss to making profit - this had been a challenge for Governing Council in past but with new management and good systems in place a new confidence has been established. The Uniform Shop has also performed well in 2016. The school bags were introduced and new polos sourced. We have lost a few volunteers during the year and would benefit from marketing volunteering during 2017 to try to attract some new volunteers to take some pressure off the same small group of helpers.

The 2016 parent client survey showed that we needed to communicate more directly with the parent community this resulted in Governing Council publishing a newsletter to better inform parents of all the happening at school. We will trial this strategy and evaluate it towards the end of 2017 to determine its effectiveness.

Improvement Planning and Outcomes

GROWTH MIND SETS

Introducing the concept of growth mind-sets across the school was one of our major foci for 2016. All classes were introduced to the concept of persistence and effort as the vehicle to strengthen our learning ability and build our capacity to problem solve. Several major strategies were implemented across the school – these included all classes planning to explicitly teach about the plasticity of the brain and our ability to build our capacity to learn. Regular newsletter articles to inform our parent/caregiver community were published and weekly presentations at assembly reinforced the message that having a growth mind-set supports our learning and improves student outcomes.

USING DATA TO INFORM OUR TEACHING

During 2016 the implementation of a school wide data collection system to track and monitor student progress and achievement across the school was introduced. This involved purchasing and installing a data programme, providing training and development to all staff, allocate staffing to support the implementation process and the development of a data collection schedules for the year and benchmarking all data to ensure a consistent understanding of expectations and standards. This has resulted in deeper monitoring of student progress across the school and in particular our reception and year 1 students to ensure that they are tracking well. This has resulted in more targeted teaching and learning programmes at a classroom level and quickly and timely intervention measures implemented.

WRITING

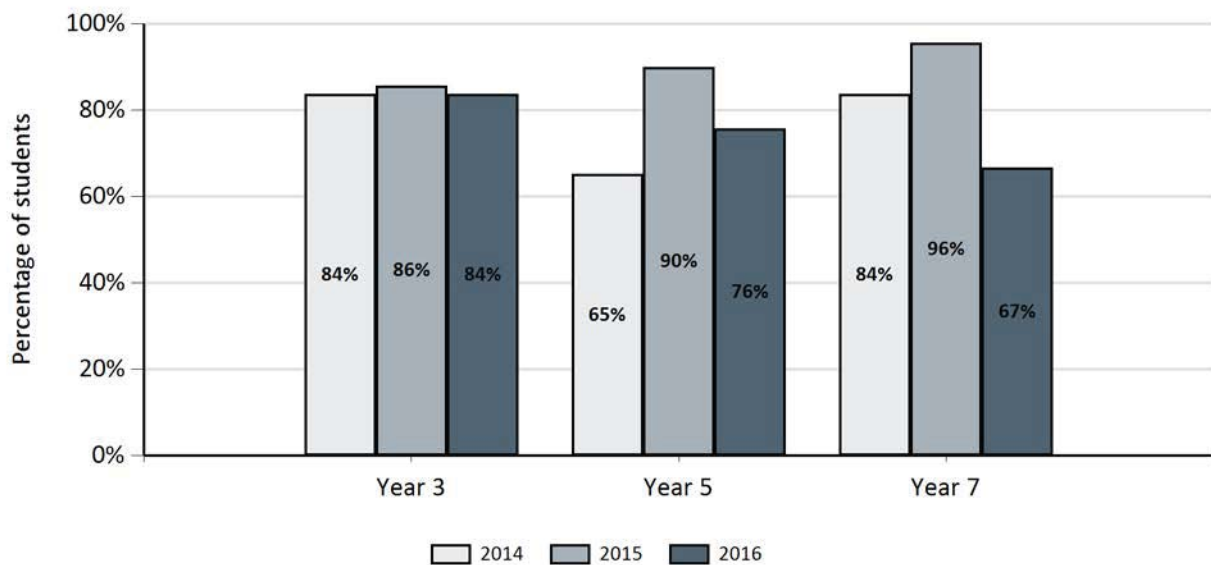
A major priority in 2016 was the development of a whole school approach to the teaching of English. This involved the allocation of staffing to support the implementation. The implementation of this priority stretched over the entire of 2016 and included a range of whole school activities including, training and development for all staff and utilising a consultant to assist the school in the development of consistent and effective practices. The purpose of this work with teachers was to increase their capacity to explicitly teach the different writing genres and participating in a writing project which included a 4 week teaching and assessment cycle. As a result consistent and coherent planning expectations are now being implemented R-7 and achievement data is collected, analysed and actioned twice a term.

Performance Summary

NAPLAN Proficiency

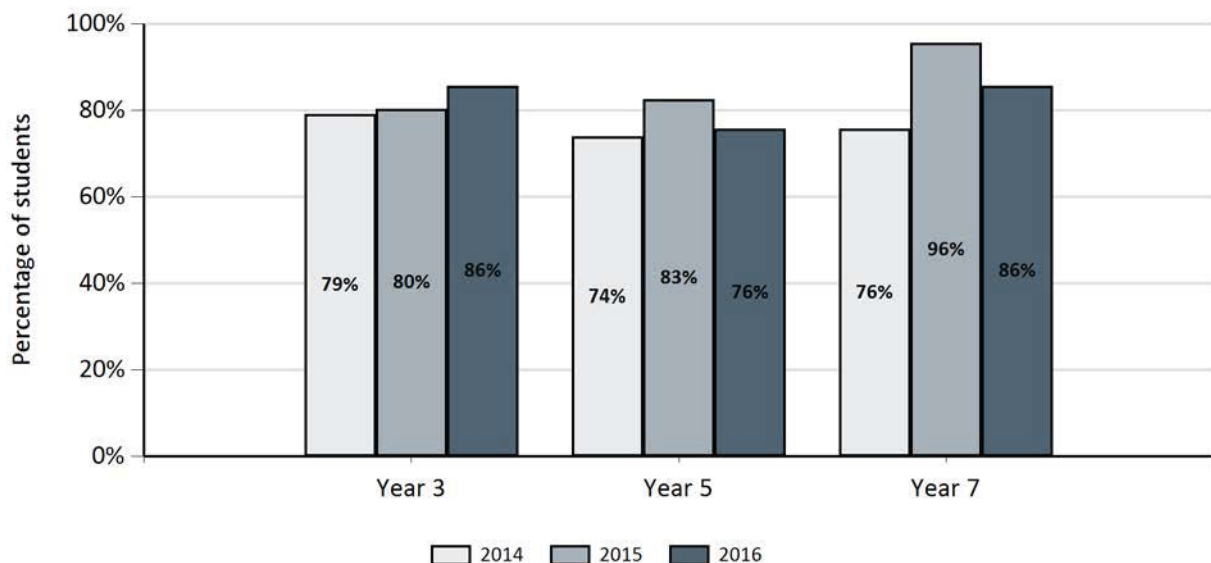
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young 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	22%	22%	25%
Middle progress group	44%	50%	50%
Upper progress group	34%	28%	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	19%	11%	25%
Middle progress group	48%	44%	50%
Upper progress group	32%	44%	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	49	49	24	13	49%	27%
Year 3 2014-16 Average	49.3	49.3	22.7	10.7	46%	22%
Year 5 2016	37	37	11	6	30%	16%
Year 5 2014-16 Average	33.3	33.3	9.0	6.3	27%	19%
Year 7 2016	21	21	5	5	24%	24%
Year 7 2014-16 Average	27.0	27.0	8.0	5.3	30%	20%

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

READING: The Year 3 reading data over the last 3 year has maintained a high level of achievement around 85% of students meeting the Standard of Educational Achievement (SEA). Reading data showed strong evidence of high achievement with the majority of year 3 students in the highest two bands. This data set affirms the reading and intervention programmes that we are implementing at the school. In 2016 the school will continue to focus on supporting students to achieve to their potential.

The year 7 reading data shows a sharp increase in 2015 SEA with a marked decrease in 2016. This pattern can be partly attributed to the specific cohorts of students however, a deeper analysis of the this data is being conducted at the school to pin point any other contributing factors. Reading progression data shows some extremely pleasing results with 78% of students achieving high levels of progress from year 3 to year 5 when compared with 70% of the state and 22% of students achieving in the low progress when compared with 25% of the state. This trend is also evident in the progress data set for 5 to 7 with almost identical results.

NUMERACY: The data sets for numeracy for years 3, 5 and 7 show a very good standard of achievement being maintained over the last 3 years. In 2016, 86% of the year 3 cohort achieved SEA, 76% of the year 5 cohort achieved SEA and 86% of the year 7 cohort achieved SEA. This is indicative of a good standard of achievement in numeracy for this student cohort. The progression data is extremely pleasing showing that the 80% of students achieved high levels of growth between year 3 and 5 and 88% showed high levels of growth between years 5 to 7. The 3-5 progression data also showed that 19% of students achieved low progress compared to 25% of the state and only 11% showed low growth between years 5 to 7.

The data showing the percentage of students in the upper 2 bands is pleasing in particular the year 3 cohort in reading with 49% of year 3 students achieving in the 2 upper bands with an average of 46% achieving results in the 2 upper during the last 3 years. This is this a strong indication that the teaching programmes and interventions are supporting students to achieve a high standard and maintain this high standard. Similar results are achieved with year 5 and 7 students in reading. The number of students achieving in the higher 2 bands in numeracy was sound with 27% of year 3 students, 16% of year 5 students and 24% of year 7 achieving in the higher 2 bands. The challenge for the school is target numeracy as a priority area and aim to increase the number of students achieving in the higher 2 bands.

Attendance

Year level	2014	2015	2016
Reception	93.6%	93.1%	91.4%
Year 01	94.3%	94.1%	93.4%
Year 02	93.6%	94.4%	90.8%
Year 03	92.9%	93.6%	92.3%
Year 04	95.5%	91.8%	93.1%
Year 05	94.9%	92.4%	90.5%
Year 06	94.2%	94.7%	94.0%
Year 07	95.7%	93.1%	89.9%
Total	94.2%	93.4%	92.1%

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

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

Attendance Comment

2016 Attendance data shows a strong trend of consistent attendance across the school and when compared with previous years. The attendance rate for Whyalla Town Primary school in 2016 was 93.5% this is indicative of excellent attendance for our school however, is has fallen slightly short of achieving the DECD expectation of 95%. In addition, we have no absences that are unauthorised, this is a good indicator that parents are timely in advising of absences and are responsive to text messages notifying of non-attendance.

Behaviour Management Comment

Whyalla Town Primary School has a coherent and consistent approach to behaviour management with a strong focus on negotiating rules with all students, establishing classroom behavioural expectations with clear and consistent consequences across the school. Systematic process for dealing with behaviour are clear and communicated with the parent/caregiver community. Students at Whyalla Town Primary School are clear and understand the behavioural expectations to be displayed at school. Support programmes operate to develop school appropriate behaviours and targeted social skills programmes are implemented with identified students. The school also implements programmes to address bullying and processes to deal with and report incidents.

Client Opinion Summary

In 2016 Whyalla Town Primary School completed 3 sets of client opinion surveys - Parent/Caregiver, Student and Staff. Staff opinion surveys were completed by 11 staff members. The results showed an overall high level of student satisfaction across most elements.

The highest level of satisfaction reported by staff was:

Teachers at this school expect students to do their best with a 4.6 rating out of 5 - This is a pleasing result as it correlates with overall school culture of high achievement.

Parents at this school can talk to teachers about their concerns (4.5 out of 5)

This information correlates strongly with the information gathered in the parent opinion survey. Staff at Whyalla Town Primary School value parent input with parents often initiating contact with staff in regards to concerns they have about their child or to find out how their child is progressing and how they can help them to support their learning at home. As a school we pride ourselves on the strong relationships we have with our families.

The parent responses were also extremely positive across most elements with the most notable being Teachers at this school expect my child to his or her best with a 4.2 rating out of 5. This is extremely pleasing as it directly correlates with the teachers responses. This is further evidenced through the student survey with the highest element being - My teachers expect me to do my best. It is clear through the client surveys that the schools culture of high achievement and high expectations is well embedded at the school.

An element that all 3 client groups rated highly was that the school is well maintained - this element received a rating 4.3 and supports the grounds and facilities development that the school has engaged in.

The client surveys also showed that all 3 client surveys indicated that the school doesn't take their opinions seriously. Of the respondents, 61% agreed or strongly agreed that the school takes staff opinions seriously and 23% were undecided. Two staff members (11% of total) disagreed with the statement. Even though there was general overall satisfaction with this element, it is an area of development to ensure all staff feel as though their opinions are taken into account. This element received a 3.6 from all 3 client groups and is an element that needs to become a priority in 2017. In particular the school needs to communicate to the client group how it is utilising their feedback and contributions.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	2	4.5%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	7	15.9%
Transfer to SA Govt School	35	79.5%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

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

DECD Relevant History Screening

All staff and volunteers met relevant DECD history screening in 2016 and systems and processes are established in the school to meet DECD compliance requirements. Systemic processes and procedures are in place to ensure that DECD relevant History Screening is implemented for volunteers and contractors ensuring that training and development and appropriate documentation is kept and reviewed to ensure currency of training and screening.

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	15

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	1.0	21.6	0.0	6.5
Persons	1	24	0	9

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

Financial Statement

Funding Source	Amount
Grants: State	
Grants: Commonwealth	3,000
Parent Contributions	122,012
Fund Raising	16,524
Other	N/A

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	Implementation of social skills programmes (What's the Buzz) implement by trained SSO to small groups of students and where necessary 1:1	reduced number of classroom incidents
	Improved Outcomes for Students with an Additional Language or Dialect	N/A	N/A
	Improved Outcomes for Students with Disabilities	Dedicated 1:1 and small group SSO Support	NEP plans developed and goals achieved
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	A range of interventions programmes were implemented to support students with Learning Difficulties, Literacy and Numeracy, Aboriginal Students and Rural and Isolated. This included funding being converted to SSO time to implement a range of programmes including Multi-Lit Reading Support 1:1 Quick Smart Maths Reading Doctor Speech and Language programmes Links to Learning (auditory processing) Brain Builder (working memory) A/C focus for 2016 was the implementation of languages and teachers support for mathematics and in particular coaching.	Data collected showed improvement in engagement and improved tracking of progress
	Australian Curriculum		
Program Funding for all Students	Aboriginal Languages Programs Initiatives	N/A	
Other Discretionary Funding	Better Schools Funding	SSO hours targeted for student below benchmark to bring them up to year level standard.	Continuous tracking and monitoring of high at risk students
	Specialist School Reporting (as required)	N/A	
	Improved Outcomes for Gifted Students	N/A	
Primary School Counsellor (if applicable)	Primary School Counsellor (if applicable)	.5 school counsellor employed	student wellbeing programmes implemented.