

Whyalla Town Primary School

2018 annual report to the school community



**Government
of South Australia**
Department for Education

Whyalla Town Primary School Number: 478

Partnership: Whyalla

Name of school principal:

Dianne Dinedios

Name of governing council chair:

Anna Sutton

Date of endorsement:

23/2/2019

School context and highlights

2018 has been an exciting and productive year punctuated by the news that the Department for Education will be investing over a million dollars to develop a new STEM centre for our school. This project has injected a sense of optimism and renewal for our school not only by providing a bright purpose built facility but also for the possibilities that it offers for learning, innovation and creativity.

Growth Mind Sets has had a profound impact on the school community as a whole. School data clearly showed that 97% of students know and use the strategies of Growth Mindset in the learning. The strategy implemented to broaden our impact on the wider parent community also had a huge impact. Weekly presentations at assembly highlighting the benefits of having a growth mind set raised awareness and gained support from parent community. Involvement in community events holds a high priority in our school because we feel that these events instil in our students a sense of belonging to a community as well as connecting our school to the wider community. These events also provide a platform for our students to showcase their talents and involve parents and their extended family members in preparation of the events. This year we held our sleepovers and camps which involved all children in the school participating in either a sleep over or a camp. Camps provide wonderful opportunities for students to challenge themselves to achieve their goals and go beyond what they thought was possible for them. Children return from camps with a stronger sense of self and a renewed confidence in their abilities socially, physically and emotionally.

Enrolments have remained stable at 344 and this number represents the upper end of our capacity to accommodate students. Student diversity continues to increase with our ESL enrolment showing an upward trend.

Our graduate teachers have performed extremely well with three of them moving from graduate to proficient teaching status and as a result achieving full teacher registration.

The Data Team Model has supported teachers to work in teams to conduct authentic professional conversations focussing on: student learning and progress; successful strategies implemented and consistent understanding of year level appropriate achievement. This strategy has been pivotal to driving the moderation processes and achieving consistency of practice.

Governing council report

Whyalla Town Primary and the Governing Council have had a hectic year in 2018 full of challenges and opportunities. We have striven to improve communication between parents, teachers and volunteers with the successful introduction of the Remind app across all classes and have championed the use of a more consistent and organised method of communicating with our school volunteers.

2018 has also been a busy time for our fundraising initiatives with events including Mother's Day and Father's Day stalls, Book week fetes, and Kyttons bakery orders to name a few. Our most recent function was the Sport's themed disco, with 235 students attending. These events would not be successful without the fantastic support and assistance of our school volunteers, and to you we give our heartfelt thanks.

Initiatives in development for term 4 include the introduction of QKR, an online ordering system championed by the Governing Council. It will initially be implemented for online canteen orders, but is expected to be extended to other school payments such as excursions, after the initial settling in period. Term 4 will also see the arrival of equipment identified in consultation with the SRC, such as external blackboards and improvements to the bike shed area.

I wish to thank all of my fellow councillors for their support, time and commitment to our school during the past year.

As with most volunteer organisations, the Governing Council is run by busy parents who want to be involved in their children's schooling and help make a difference.

Improvement planning and outcomes

A priority for 2018 has been to implement a common school wide data system (Scorelink) used to record, track and analyse student growth and achievement. consistently being used R-7 to record student achievement in the agreed areas for data collection and as indicated in the school's data schedule. Individual teachers, teams of teachers and leadership utilise this data to implement responsive and targeted interventions and track student progress as measured against school based achievement benchmarks. The data can be helpful-particularly at the start of each year to give a picture of where a student is OR if growth is occurring

To support the analysis of data a model was developed that involved teachers working together to moderate student work, reflect and challenge current practice and develop learning tasks that challenge and support all students to stretch themselves in their learning.

The Data Team Model has supported teachers to work in teams to conduct authentic professional conversations focussing on: student learning and progress; successful strategies implemented and consistent understanding of year level appropriate achievement. This strategy has been pivotal to driving the moderation processes and achieving consistency of practice within year levels and develop a deep understanding of differentiation needed to build students' knowledge in order to reach year level benchmarks or extend students' learning beyond.

During the last 18months our main priority has been to lift the standard of teaching writing. The main focus was on furthering the development of teachers' knowledge of the different genres and the grammatical and language features and structures needed to succeed in a particular genre. The school invested over \$20,000 to support the Training and Development strategy implemented which involved the utilisation of a consultant to work with all staff for 18moths. This strategy had a strong impact on improving teacher confidence, knowledge and pedagogy across all year levels.

Data clearly shows that 100% of teachers indicated that they are now better teachers of writing. 92% of students also stated that their writing had improved and identified that doing pre-test and post-test data had made goal setting visible and supported students to track progress towards their goals.

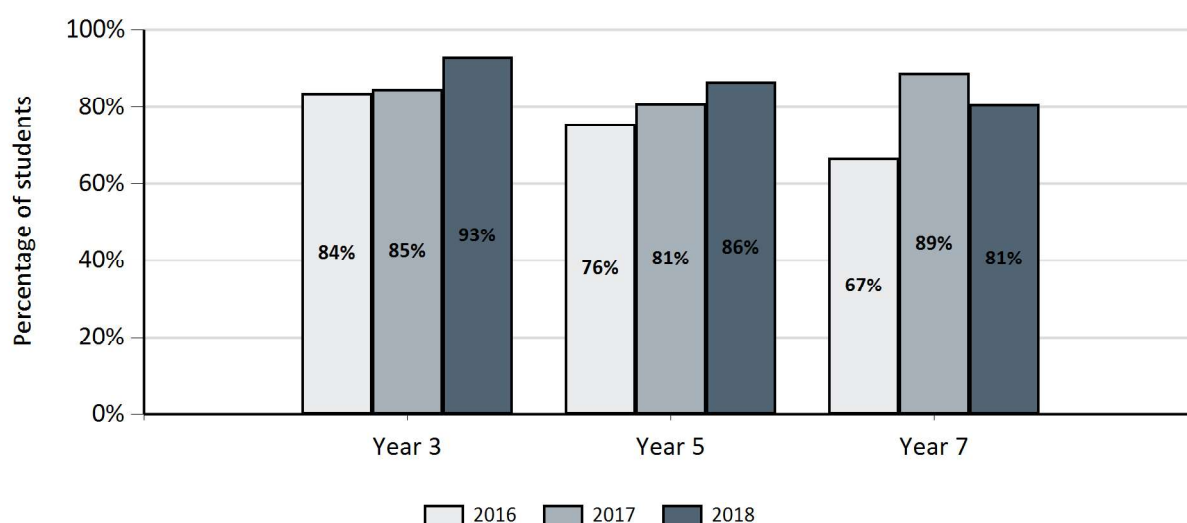
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Executive functions-need more development and will move to 2019 list of priorities.

Performance Summary

NAPLAN Proficiency

The Dept. 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.

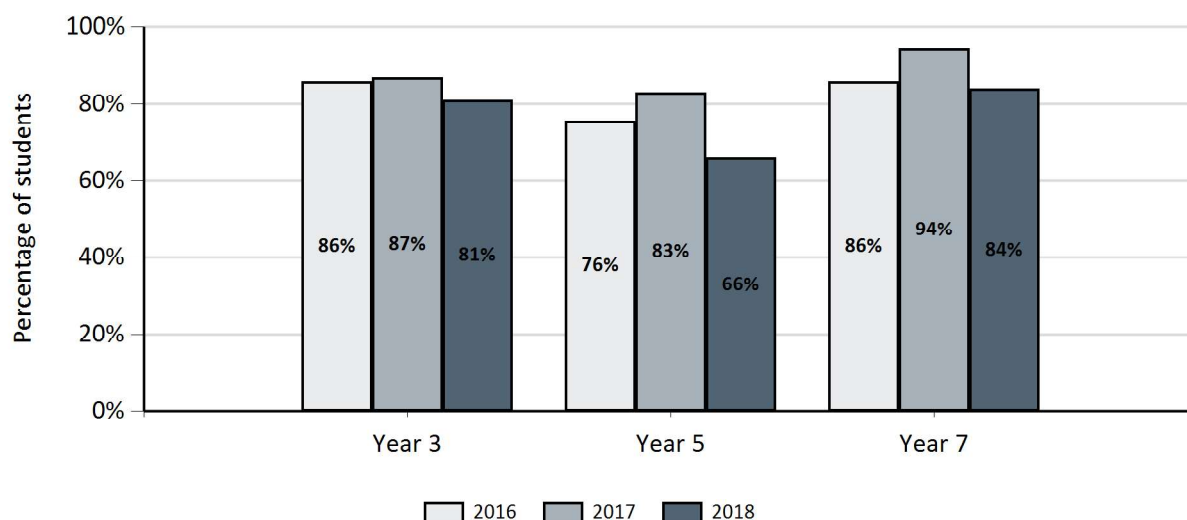
Reading



Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

*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: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

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NAPLAN progress

The data below represents the growth of students from 2016 to 2018 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	28%	24%	25%
Middle progress group	56%	52%	50%
Lower progress group	15%	24%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*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	19%	11%	25%
Middle progress group	57%	64%	50%
Lower progress group	24%	25%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*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 2018	42	42	26	13	62%	31%
Year 3 2016-18 average	47.7	48.0	25.0	17.0	52%	35%
Year 5 2018	44	44	16	6	36%	14%
Year 5 2016-18 average	42.7	42.7	15.3	6.0	36%	14%
Year 7 2018	31	31	15	4	48%	13%
Year 7 2016-18 average	29.0	29.0	9.0	7.7	31%	26%

Data Source: Dept. for Education special extract from NAPLAN SA TAA data holdings, August 2018.

[^]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

READING- Year 3

The reading data showed strong evidence of high achievement in reading with 93% of year 3 students achieving SEA benchmarks. This data set affirms the reading and intervention programmes that we are implementing at the school. In 2019 the school will continue to focus on supporting students to achieve to their potential and we will continue our focus on Junior Primary ensuring all our receptions and Year 1 students get the best start possible at school. The Reading Assistance Programme together with intensive phonological awareness support and quality teaching programmes have resulted in the year 3 cohort achieving excellent results. This level of achievement is also supported by Running Records data in Year 1 and Year 2 with the majority of students exceeding SEA benchmark.

Reading - Year 5

The results from the year 5 reading data set shows that our students are achieving excellent results in reading with 86% of students achieving benchmark. Another significant feature of the data is when we compare the the cohort this students that completed NAPLAN in 2016 we can see that we have maintained and increased the number of students achieving SEA benchmark.

Reading - Year 7

The results from the year 7 reading data show a similar trend of achievement with 81% of year 7's achieving SEA benchmark. Again, the progressive NAPLAN data shows that we have maintained the achievement of this cohort of students from year 5 to year 7.

In summary, the reading data shows strong evidence to support our direction with reading instruction. The rigour and consistency that is embedded across the school in quality teaching of reading, moderation and tracking student progress has resulted in maintaining high levels of achievement across all year levels. This is a results the school and the community is extremely proud of.

NUMERACY

The 2018 NAPLAN numeracy data shows a decline across all year levels. Of particular concern is the drop in achievement in the year 5 cohort with only 66% of students achieving benchmark - furthermore, this result also shows a significant drop in achievement for this cohort of students from year 3 to year 5. This cohort of year 5 students had the largest number of students receiving Quick-Smart-Maths intervention in 2017 and 2018 combined with additional in class SSO support. Both of these interventions will be reviewed as they yield the expected results in student achievement.

Mathematics and in particular the number strand will become a stronger priority and more targeted focus for the school in 2019.

Attendance

Year level	2015	2016	2017	2018
Reception	92.0%	91.5%	91.8%	91.0%
Year 1	92.8%	93.2%	88.5%	92.5%
Year 2	93.6%	91.7%	91.9%	92.3%
Year 3	92.5%	92.3%	91.0%	93.8%
Year 4	91.2%	92.8%	90.9%	94.1%
Year 5	91.3%	90.5%	92.3%	93.1%
Year 6	93.9%	93.5%	91.2%	91.6%
Year 7	93.4%	91.0%	92.6%	91.4%
Total	92.5%	92.2%	91.4%	92.6%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

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

Attendance comment

The 2018 attendance data shows a strong trend of consistent attendance across the school and when compared with previous years we have maintained a high level of attendance over the last 4 years. Additional systems data and school data also show that no unauthorised absences. This is a good indicator that parents are timely in advising of absences and are responsive to text messages notifying of non-attendance. We have clear student attendance policies and procedures which are communicated to staff at the beginning of each year. Student attendance is regularly monitored by teachers.

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 processes 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 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 has clear processes to deal with and report bullying.

Client opinion summary

In 2018 Whyalla Town Primary School conducted online parent opinion surveys and received 28 responses. The results showed an overall high level of parent satisfaction across most elements.

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. 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 parent client group also 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 client surveys also indicated that the school doesn't take their opinions seriously. respondents, This element received a 3.6 and is an element that needs to become a priority in 2019. 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	8	11.4%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	9	12.9%
Transfer to SA Govt School	48	68.6%
Unknown	5	7.1%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2018.

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	34
Post Graduate Qualifications	14

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

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	21.0	0.0	4.4
Persons	1	22	0	6

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

Financial statement

Funding Source	Amount
Grants: State	
Grants: Commonwealth	
Parent Contributions	
Fund Raising	
Other	

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

2018 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 2018 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	Implementation of social skills programmes 'What's the Buzz' and 'Interoception' implemented by trained SSO to small groups of students	Reduced number of behaviour 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 fully implemented.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> rural and isolated students Aboriginal students numeracy and literacy including early years support <p>First language maintenance and development</p> <p>Students taking alternative pathways</p> <p>Students with learning difficulties</p>	<p>A range of intervention programmes were implemented to support students with additional 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. The most intensive of the programmes included:</p> <p>Reading Assistance for JP students 1:1</p> <p>Multi-Lit 1:1</p> <p>Quick Smart Maths</p> <p>Reading Doctor</p> <p>Phonological Awareness Programmes in JP</p> <p>Links to Learning - auditory processing support</p>	Data collected showed improvement in engagement and improved tracking of progress achievement
Program funding for all students	Australian Curriculum		
Other discretionary funding	Aboriginal languages programs initiatives	n/a	n/a
	Better schools funding	SSO hours targeted for students below benchmark to bring up to year level standard.	continuous tracking and monitoring of students at risk.
	Specialist school reporting (as required)	n/a	n/a
	Improved outcomes for gifted students	teacher time allocated to implement 'Futures Problem Solving' Programme	Identified students participating in rigorous and authentic problem solving task
	Primary school counsellor (if applicable)	Funding was received for .45 Wellbeing Leader - the school contributed additional funding to make the position .6	student well being programmes implemented - growth mind set and student voice.