Waikerie Primary School
2016 Annual Report
to the School Community

Waikerie Primary School Number: 456

Partnership: Loxton & Waikerie

Name of School Principal: Megan Higgins

Name of Governing Council Chair: Shawn Nitschke

Date of Endorsement: 7th March 2017

School Context and Highlights

Waikerie Primary School is part of an active and supportive local community. We are a Reception - Year 7 school, with a 2016 student enrolment of 243, accommodated in 10 classes. Our Site Improvement Plan focuses on improving Literacy and Numeracy and providing quality teaching and learning experiences. We commenced 2016 as member of the Loxton Waikerie Partnership but in Term 4 as a result of a restructure we are now part of the Waikerie Partnership consisting of ourselves Waikerie High, Ramco, Cadell, Morgan, Blanchetown primary schools, Swan Reach Area School and Morgan, Swan Reach and Waikerie preschools.

Our 2016 student population consisted of 169 families with: 27% school card, 7.7% EALD, 7% ASTI, 6% Learning Disability. We were successful in appointing an Aboriginal Community Education Officer to support our Aboriginal students and families. Our increase in Aboriginal students entitled us to 0.4 of an Aboriginal Education Teacher (AET). The personnel in these roles worked together to support families and focus on improved literacy and numeracy learning outcomes for our Aboriginal students through in class support, cultural awareness events and family connections.

Our Pastoral Care Worker continued supporting our students, families and staff. A successful review was completed in Term 4 and funding continues in 2017. At Waikerie Primary we focus on our six values. Emphasis is placed on these through classroom programs and students demonstrating values receive acknowledgment through house token, assembly awards and the school newsletter. Achievement awards acknowledge student progress and achievement.

As a staff we are constantly learning and building together to improve teacher practice to ensure our students are receiving high quality education. We strived to focus on our revised Vision that all 'students are supported and challenged to achieve their best'. Our leadership team maintained a focussed direction on the school's Pedagogical Approach to ensure consistency in quality teaching and learning in partnership with families.

Every year our school recognises many highlights and in 2016 several of these saw a pleasing increase in parent and communiuty involvement, driven by our enthusiastic Kids Matter Action Team. This included our Acquaintance Breakfast, Community Expo, Sports Day parent/staff events, Grandfriends Day, Family Movie Picnic Night, NAIDOC celebrations, Playgroup, Kindy and High School transitions, excursions and camps.

Governing Council Report

2016 was a busy year for the Waikerie Primary School Community.
The 2016 year saw a new leadership team following the promotion earned by Mrs Belinda Krollig. The school was excellently led by Megan Higgins and she was well supported by Carol Colbert and other staff including the hardworking Front-Office Staff.

Term 1 we hosted the Community Breakfast which was an opportunity for Staff, Parents, Caregivers to meet new staff and families to the School this event was an enjoyable event for those that attended.

Attendance at Grandfriends day in Term 4 was once again a huge success and enjoyed by Staff, Students, and the visitors to the School.

2017 saw the active involvement of Kids Matter Action Team (KMAT) at Waikerie Primary School and this dedicated group were involved in many activities throughout the year including the parent/ teacher sport day events.

Waikerie Primary School continues to involve the Community and the first ever Expo held at the School in Term 1 was a fantastic event. The Expo saw in excess of 20 stall holders present to share information about their services, products and activities and was well attended and received by all.

Throughout the year, Waikerie Primary School had many students represent the School at ANZAC Day and Remembrance Day celebrations, Leadership Day, SAPSASA and on all occasions the School has been proud with the way the students have conducted themselves and represented the School.

I would like to take the opportunity to thank all Governing Council members that contributed their time to make 2016 a successful year at Waikerie Primary School.

The dedicated Teachers and SSO's are to be congratulated for their continued excellence and work in providing an excellent Education to the Students.

In finishing I would like to thank the Leadership Team and Front Office Staff for their support for the Governing Council for the past year and I look forward to working with you all again in the coming 12 months.

Improvement Planning and Outcomes

Our 2016 Site Improvement Plan priorities are Quality teaching, Literacy and Numeracy. Our focus area and targets are based on the recommendations of our 2015 External School review.

Quality Teaching: In 2016 all teachers continued the implementation of Learning Intention (Learning Goal) and Success Criteria (Steps to Success) so it was visible to students, as part of our Pedagogical Approach. Research indicates that these strategies improve learning outcomes and strengthen our focus on learning continuity across the school. New questions regarding the impact of these strategies were included in the student feedback surveys. The survey indicated that 83% of teachers "explain learning goals" and 82% of teachers "help me to understand steps to success in learning". We will continue to aim for improvement as we refine our teaching practice in these areas through collaborative Professional Development in 2017 and beyond.

Throughout the year Leadership conducted formal classroom observations with a focus on the Pedagogical Approach areas. Teachers were provided with written feedback and participated in Professional Conversations addressing teaching practice and the approach. Our parent survey also inquired about high quality teaching and 89% agreed with the statement "I think my child receives high quality teaching in this school". There has been an increase since the 2014 81% response. We envisage this will continue to increase as communication between home and school about teaching and learning becoming more transparent.

Literacy Priority: Teachers reviewed whole school agreements in Reading Comprehension and Oral Language. Student questioning, discussion, vocabulary development, speeches, speeches and presentations and public speaking competition are strategies to support the development of students' oral language. This year for the first time we assessed vocabulary through PAT testing with the intention of monitoring this in 2017. Teachers participated in Running Records professional development to support analysis and tracking of reading levels to inform teaching and improve learning outcomes. Programs including Reading Eggs and Literacy Pro support the school's priorities and in 2016 the employment of a Reading Support Coach to work with middle primary teachers and identified students through a targeted reading program. School based Literacy intervention included Mulitlit, Workstore Deposit, Speech and Soundway.

Numeracy Priority – staff revised our Maths agreement which is underpinned by the work of Ann Baker, strengthening student metal strategies and problem solving skills. Teachers worked on designing problem solving tasks in professional development time and investigated the newly developed PAT Resource Centre to support teaching and learning of mathematical concepts. Leadership undertook Professional Development in the Leading Numeracy Improvement modules and began the development a numeracy improvement cycle.

Our SIP Priorities have been driven by Leadership and supported by targeted resources including our Curriculum Coordinator who supported teachers in planning, programming and Professional Development. Professional conversations with teachers and Professional Development Plans reflect the site directions, with links to our SIP and whole school agreements. At the end of year review teachers reflected upon our journey in regard to our External Review Recommendations and progress to date. There are some areas where we feel our practice has progressed, though much is to be done to ensure recommendations are implemented and embedded to ultimately improve student outcomes.

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
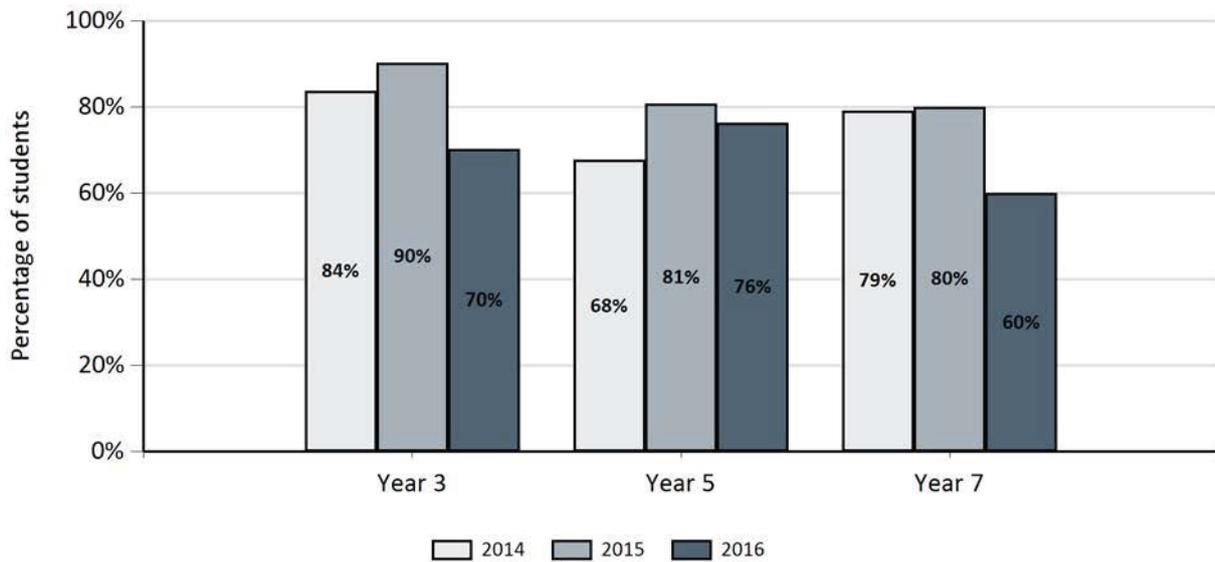
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016.*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy
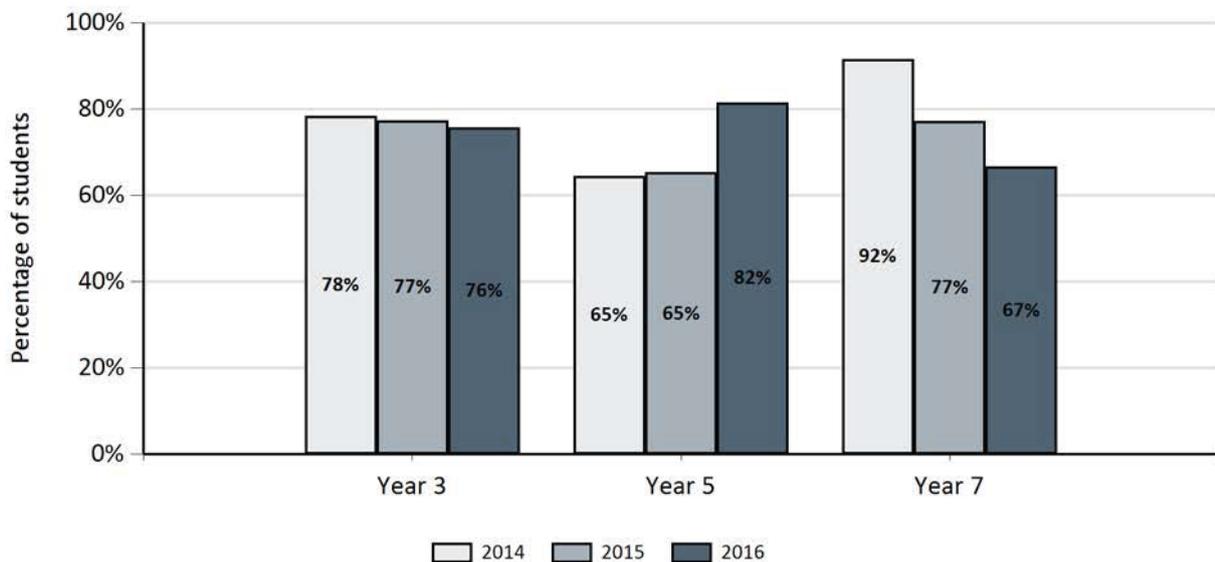
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016.*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

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	23%	14%	25%
Middle progress group	57%	57%	50%
Upper progress group	20%	29%	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	23%	16%	25%
Middle progress group	43%	37%	50%
Upper progress group	33%	47%	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	37	37	15	10	41%	27%
Year 3 2014-16 Average	35.0	35.0	15.0	8.0	43%	23%
Year 5 2016	38	38	13	6	34%	16%
Year 5 2014-16 Average	31.7	31.7	8.7	5.7	27%	18%
Year 7 2016	30	30	6	8	20%	27%
Year 7 2014-16 Average	29.7	29.7	10.0	8.0	34%	27%

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

Leadership and teaching staff analyse data to inform teaching to improve student outcomes.

NAPLAN results in Numeracy indicated some pleasing outcomes with the Year 3 achievement of National Minimum Standard remaining steady. The percentage of year 5s achieving the National Minimum Standard has increased from 65% in 2015 to 82% in 2016 and the Year 5 mean scores have slightly increased since 2015. Though the year 7 results have declined in 2016 this cohort has improved achievement since their previous NAPLAN in 2014 as year 5s, with 47% demonstrating upper progress.

Upper Bands achievement in Numeracy is above the Index (like) schools in year 3 and 7. We strive to have the % of students in upper bands equal to or above DECD, National and Index schools as indicated in the school's External School Review and Operational Plan.

NAPLAN Reading results reflected improvement with an increase in the percentage of students achieving equal to or above DECD and Index schools with a very impressive 45% of Year 3 achieving Upper Bands. The year 5 increase in Upper Bands achievement from 16% in 2015 to 34% in 2016 was also pleasing to see though results will need further scrutiny.
We have identified those students who did not reach the National Minimum standard and have distinguished the support they are receiving. This includes Individual Learning Plans, SSO support, group or individual intervention programs and those students who are referred to Student Support Services.

PAT testing provides another form of data. Similar achievement results were reflected with 85% of the year 5s meeting the Standard of Educational Achievement (SEA) in Reading, increasing from 48% in 2015. Years 3, 4 and 6 remained steady. There was a significant decline in the number of year 7 students achieving the PAT Reading SEA. There was a slight improvement in the year 5,6 and 7 PAT Numeracy data. Teaching staff explored data and analysed questions in both the NALPAN and PAT assessments. Areas of strength and those that need focus were identified. WPS has undertaken the PAT assessments for 2 years, therefore the tracking and monitoring of the data is still in its novice years. The target is to continually increase the percentage of students achieving SEA in both PAT Reading and Math.

This year the year 4 to 7 students undertook the PAT Vocabulary assessment for the first time to enable us to investigate this aspect of our Literacy Priority and Oral Language Agreement.

Running Records data indicated that a pleasing 54% of year 1 students achieved higher reading levels, increasing from 30% in 2015. This is 30% above the DECD and Index schools. This has raised the question as to what are the successful teaching and learning strategies, in Reading, from the early years that need to be transferred across all year levels. 62% of Year 2 students achieved the SEA (Levels 21 – 26) remaining steady since 2015.
Data is continuously monitored and analysed to highlight strengths and identify where we need to strengthen students' knowledge skills and understandings.

Attendance

Year level	2014	2015	2016
Reception	88.0%	94.1%	90.7%
Year 01	93.1%	92.7%	91.2%
Year 02	92.0%	92.9%	93.4%
Year 03	91.1%	92.6%	93.0%
Year 04	92.9%	90.0%	91.8%
Year 05	90.8%	91.5%	90.9%
Year 06	94.2%	91.4%	90.9%
Year 07	94.0%	90.3%	89.3%
Total	92.2%	91.8%	91.4%

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

Attendance Comment

Though our school attendance has decreased strategies are implemented to address absence. Whole school attendance targets and data are shared through school newsletter and high class and individual attendance is acknowledged. Absences are followed up through phone calls and letters where necessary to address habitual and chronic non-attendance. Leadership monitor attendance with consideration given to family circumstances. On occasion referrals to support services are made. Student Reports indicate absences converted to lost learning time so parents are informed of the impact on outcomes.

Behaviour Management Comment

We focus on our School Values and positive behaviours through class programs. These are also acknowledged through assembly awards. Our House Cup system promotes value based behaviours at individual and 'team' level. Inappropriate student behaviour is addressed through our step system. Behaviour management is the role of the classroom teacher however if more serious incidents occur leadership will become involved which may include communication with parents and where necessary, development of behaviour plans. Consultation with Support Services has been sought. There were three suspensions resulting from incidents related to violence. A Bully Audit is conducted twice per year with students identified for school based follow up and parent involvement.

Client Opinion Summary

We received 56 responses from parents for our School Survey this year compared with 40 in 2015. All staff and students also completed surveys which together with parent surveys provided us with valuable feedback to help us identify strengths, areas for improvement and future directions for the school. This year we included some statements to investigate the impact of our pedagogical approach on student learning. Students and parents were also asked to indicate how they felt about being challenged as a benchmark for our newly revised Vision, with over 90% agreeing with the statement "My teacher challenges me to achieve my best".

Some notable feedback responses also included
100% of parents agreed with the statement – "My child has a sense of belonging at this school"
98% of parents agreed with the statement - "Teachers at this school are enthusiastic about teaching and learning"
91% of students agreed with the statement - "I am developing a growth mindset and am willing to have a go"
100% of staff agreed with the statement - "Staff are well supported at this school"
93% of parents agreed- "Teachers at this school motivate my child to learn"
98% of parents agreed "The school works with parents to support students learning and well being"
98% of parents agreed "The school looks for ways to improve" and 96% believe "The school caters for learning needs of my child"

Our student survey this year included questions relating to teacher pedagogy and student understanding of their Learning Goals and Steps to Success. This is an area we will monitor as we continue our journey with Visible Learning in 2017 and beyond.

Intended Destination

Leave Reason	School Number	%
Employment	0	NA
Interstate/Overseas	8	14.8%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	4	7.4%
Transfer to SA Govt School	42	77.8%
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

Information is distributed via newsletters and classroom teachers regarding requirements of volunteers. Only parents directly volunteering with their child and non parent volunteers with current DECD History Screening are on site. Adults attending camps have screening clearance. New volunteers may request screening with the school identified as the requesting officer and applications are activated online. Third party providers, School and OSHC staff, current School Governing Council members have completed the screening. Copies of history screening clearances are stored in Front Office.

Teacher Qualifications and Workforce Composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	23
Post Graduate Qualifications	11

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	0.0	14.6	0.5	6.1
Persons	0	18	1	11

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

Financial Statement

Funding Source	Amount
Grants: State	$2,369,868.00
Grants: Commonwealth	$24,141.00
Parent Contributions	$87,457.00
Fund Raising	$14,855.00
Other	$30,898.00

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	Well being case management, Targeted groups to meet cohort needs. Safety and Support/ Behaviour plans/ILP developed to support individuals. RAAP funding for 1:1 SSO, conditional part time schooling	increased attendance Reduced/management of behaviour incident.Parent involvement
	Improved Outcomes for Students with an Additional Language or Dialect	Support provided though in class SSO support and the Soundway program for identified students in 1:2 sessions Geographic Isolation allowance for new arrival.	Collaborative moderation of Language and Literacy levels
	Improved Outcomes for Students with Disabilities	SSO in class support and well as specific intervention programs where necessary - Speech, reading support. Student ILPS, NEP, One Plans and Safety and Support plans developed.	ILP, NEP and One plan goals monitored. Support Services involvement as required.
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	AET teachers worked corroboratively with ACEO to support ASTI students, including events to promote cultural inclusion awareness, in class learning support and extension for students in literacy and numeracy, attendance, team teaching and supporting teachers with planning for Aboriginal perspectives. ASTI data tracked, ILPs for all. Curriculum Coordinator 0.2 delivered PD for staff to support planning & programming in AC, SFD, individual teacher support. CPAC supported identified Yr 5/6 students in reading, tracked assessment data, worked with teachers to implement guided reading program. Multilit intervention, SSO support in reading, vocab	Year 1-3 ATSI students improved reading levels. 71% improved attendance. All Yr 4 achieved C or above. Teacher AC programming Targeted intervention, Daily 5
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives	N/A	
	Better Schools Funding	SSO in-class and small group support in literacy and numeracy, working with students in individual and guided reading, math lessons to support SIP priorities.	Year 1/2 higher RR achievement Reading &Numeracy data (NAPLAN, PAT), A-E levels
Other Discretionary Funding	Specialist School Reporting (as required)	N/A	
	Improved Outcomes for Gifted Students	N/A	
	Primary School Counsellor (if applicable)	Kidsmatter PD for staff and implementation of components. SEL support in classroom whole school wellbeing events. 1:1 student and family support. Bully audit twice per year with follow up, small group programs eg SFG	Student perception data re belonging Bully audit data steady, cohort tracking