

Lake Wangary Primary School 2016 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Lake Wangary Primary School Number: 563

Partnership: Port Lincoln

Name of School Principal:

Sandra Spencer

Name of Governing Council Chair:

Julianne Olds

Date of Endorsement:

28/2/2017

School Context and Highlights

Lake Wangary Primary School caters for children from Reception to Year 7 and is a small rural school. It is situated 45km from Port Lincoln. The school enrollments numbers for 2016 were in the mid 70's. The school population includes 9% Aboriginal students, 4.5% students with disabilities, 1.3% children in care and 20% of families eligible for School Card assistance. The majority of the students are from the township of Coffin Bay, some 15km from the school. The school also services the growing communities of Wangary and Dutton Bay as well as the surrounds of Coultas and Wanilla. The majority of students travel to school via either the DECD bus (Coffin Bay) or the private contract buses (Wanilla & Warrow). Staff comprised of 4 full time classroom teachers, 2 part time teachers, 1 part time Pastoral Care Worker, 1 part time ACEO, 2 classroom SSO's, 1 Library SSO and 2 Admin/Finance SSO's. The school leadership team consisted of a Principal, there are no other leadership positions in the school.

We provide an accessible high quality education service that is well resourced with professional and knowledgeable staff that works in partnership with the families and community to provide a program that is responsive to the learning needs of students.

Programs that added value to the educational programs of Lake Wangary Primary School:

- R-5 Swimming lesson & 6-7 Aquatic program
- Whole School Assemblies throughout the year
- Sport Day which included a Preschool students event
- Book Fairs & Book Week
- Drama throughout the year including Alice in Wangaryland end of year concert and performances
- Dance including FootSteps
- Year 6/7 Leadership camp to Errappa
- Working with the Community; Natural Resources (plant propagation, vegetable garden, bush tucker trail), Clean Up Australia Day
- Culture Studies; Culture Week (opening ceremony, flag raising, visit to Kirton Pint Primary School Arts Day and Food Day, our school rotation day), NAIDOC week (PLACC visit)
- Science Fair
- KidsMatter Day
- Indonesian including the Jembatan visit
- SAPSASA; golf, basketball, football, softball, cricket, soccer
- Various excursions
- Transition to High School; Cummins Area School & Port Lincoln High School
- Student Voice; SRC, principal of the day, radio station, fundraiser events
- Harmony Day
- Nature Play Area development
- QuickSmart Maths program



Governing Council Report

Governing Council this year Julianne Olds who continued as Chairperson, Danielle Morgan Secretary, Therese Hutchens Vice Chair and Preschool Rep, Wynand Cronje Treasurer and Grounds Committee Chair and Danielle Cocks Fundraising Committee Chair. Other committee members included; Jess Merry, Justin Enright, Marianne Tremp, Sarah Nash, Tess Roberts as the teacher rep and Sandra Spencer Principal. The new committee has worked well over the course of the year, with some training taking place in term 2 that consolidated the knowledge we had and confirmed the roles and the direction that Governing Council can take.

The school has had a number of wonderful highlights this year, many of which brought the school together and created opportunities for parents and children to mix together with the teaching staff, including new format of Acquaintance night, Sports Day, the highly successful Quiz Night, the Variety Bash appeal at Coffin Bay as they rolled through town, the wonderful Science Fair, the Walkathon, a BBQ for the swimming lessons and a new time slot for the Christmas Concert. While the Governing Council played a direct roll in only a few of these events, we see that all of them are furthering our goals to bring the school community together to help build relationships between staff and parents, and keep communication strong. This has been identified as a high priority for our school, and in any of our Fundraising activities, we make a point of hosting events that add to this.

The Fundraising committee aimed high this year – with a goal to raise \$15,000 for a new piece of climbing playground equipment, and high praise has to go to both Danielle Cocks and Danielle Morgan, and to the community as a whole for the support Lake Wangary has received. Congratulations to everyone who has helped, it is much appreciated and it is fantastic to think we are closing in on that goal fast.

Grounds Committee has had a busy year too, with help from many people and also a Community Development Program, the parent's and Dean Grocke's time to see an old tank re-purposed into a seating area, and Miss Tess has led the way in the Nature Play Area, Mrs Morgan in the vegetable gardens – all with the help with parents.

I congratulate the staff, students and school community on a very productive and progressive year, and thank the Governing Council Committee for their contributions to the school in 2016.

Improvement Planning and Outcomes

Maths/English:

-Training, YuMi Deadly Maths, Literacy/Numeracy Plus, preschool Maths indicators, PAT, Comprehension Strategies, WRAP, Writing & Spelling

-Planned with Learning Design, collected/analysed data termly through waving, disciplined dialogue, individual goal setting to inform programming, utilised PAT resources to guide and support teaching, developed consistency and coherence via a whole school approach in Maths and English Block and developed agreements

-Further developed a common understanding of quality teaching practises and whole school processes to support teaching/learning through observations and feedback aligned with PD planning goals and moderated and shared successful pedagogy with another site to ensure consistent A-E grading

-Targeted intervention/support processes to ensure best practices are implemented

-CPAC supported teacher's with pedagogy and regularly reviewed and updated in line with TfEL

Indicators: Growth from all students in the QuickSmart program, majority of students meeting the DECD SEA in PAT M, teachers refined and modified teaching plans in response to formative assessment data, strengthened pre-school to school transition through professional learning, TfEL compass student survey showed growth from term 1 to term 4, termly data conversation indicated continued student growth, change in classroom structure learning evident through observations and overviews and teachers used TfEL compass to provide responsive, engaging learning experiences

Technologies:

-Implemented the Technologies Learning area of the A/C and trained in Technologies and sharing of skills; Coding, un-plugged. created online learning environments, upgraded IT resources and used the skool bag app and facebook to promote school events

Indicators: Students making posts/comments on Blog and created info graphics and ebooks, Instant availability of school events/information to parents/community and implementation of the Technologies Curriculum

WellBeing:

-Attendance; Regular newsletter articles, Governing Council kept informed of termly data, Staff termly waved student data, discipline dialogue and individual goal setting, recognition at Assemblies each term celebrating those meeting the 93% target. Parents were kept informed through a letter home. Teachers made regular contact with parents held fun whole school events to encourage attendance

-Strengthen wellbeing through; Pastoral Care Worker and ACEO, Kidsmatter Day, student voice, outside areas such as the Nature Play Area and the Vegetable Garden

-Worked with support agencies, communicated regularly with case workers to ensure teachers were informed of any factors that may impact students' learning

-Valued diversity through regular opportunities to share and celebrate with the community eg culture week celebrations

Indicators: 2016 attendance was 93.2%, student engagement increased evident in the TfEL compass student survey.

KidsMatter survey showed an improvement in our positive school community

2017 Recommendations:

-Embed authentic student influence using data/feedback to stretch students to strengthen the emerging work on task design

-develop consistent/coherence across the school

-formative assessment; Teachers annotate students work samples to provide feedback/inform students of their data to demonstrate growth and set termly goals

-Embed the linking of the SIP, professional learning and performance development across all learning areas of the AC with a specific focus on development of a scope and sequence for learning areas and participate in collaborative moderation across the partnership

-Strengthen partnership with community, using KidsMatter and Pastoral Care Worker and ACEO

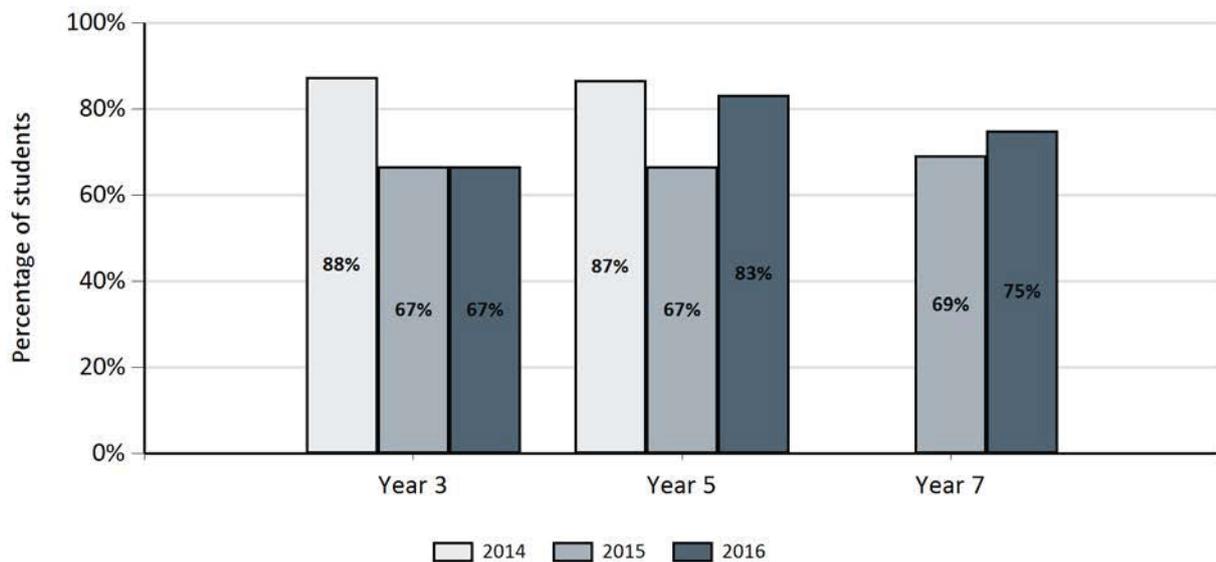
-Continue to promote regular attendance and implemented strategies

Performance Summary

NAPLAN Proficiency

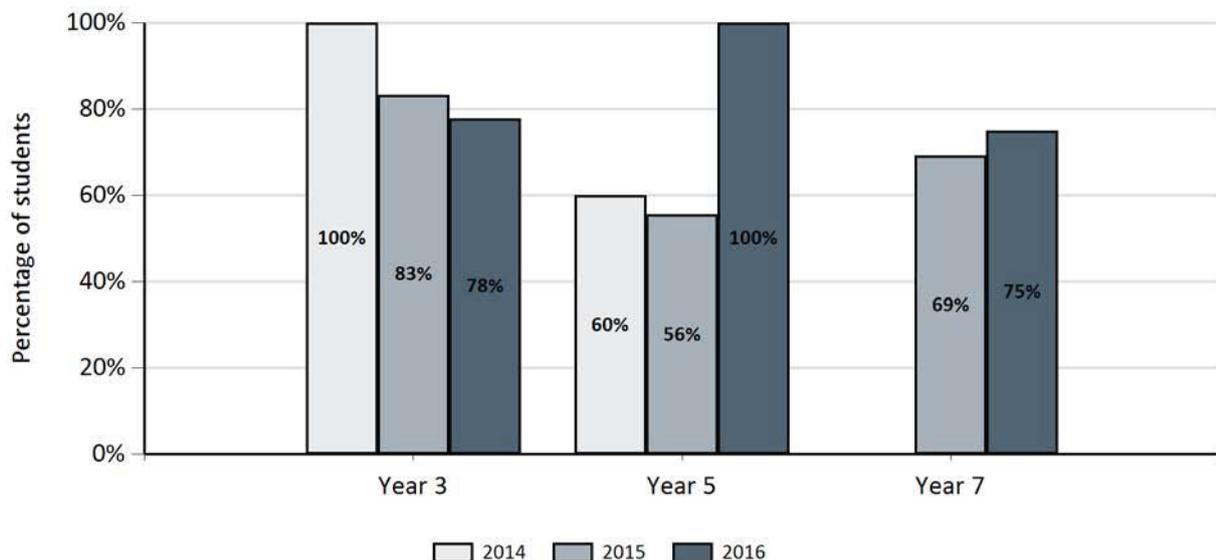
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young 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	40%	17%	25%
Middle progress group	0%	67%	50%
Upper progress group	60%	17%	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	0%	0%	25%
Middle progress group	67%	80%	50%
Upper progress group	33%	20%	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	9	9	3	2	33%	22%
Year 3 2014-16 Average	7.7	7.7	3.0	1.7	39%	22%
Year 5 2016	6	6	1	1	17%	17%
Year 5 2014-16 Average	10.0	10.0	2.3	1.0	23%	10%
Year 7 2016	8	8	1	0	13%	0%
Year 7 2014-16 Average	8.3	8.3	1.3	0.3	16%	4%

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

As a school that often has fewer than 20 students eligible to sit NAPLAN in each year level, small changes in the numbers of our students Improvement Planning Outcomes can cause large changes in the percentages shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year.

The NAPLAN reading indicates the same percentage of students in year 3 achieved the DECD SEA in comparison to 2015 and there were more year 5 and year 7 students who achieve the DECD SEA in 2016 than 2015. However, 2014 results still are above both 2015 and 2016. The NAPLAN progress indicates that 60% of year 3-5 students showed an upper progress from 2014 to 2016 which above the 25% state average and 40% made low progress. The year 7 student growth indicated that 17% made low progress, 67% middle progress above the state progress of 50% and 17% made upper progress less than the state average. Students who demonstrated achievement in the NAPLAN higher bands in year 3 reading were 3 out of 9, year 5 1 out of 6 and year 7 1 out of 8. PAT Reading results for years 3 showed that 89% of students (8 out of 9) were at or above the DECD SEA, 100% of year 4 students (11 out of 11), 83% of year 5 students (5 out of 6), 90% of year 6 students (9 out of 10) and 87.5% of Year 7 students (7 out of 8). Running Record results showed that 2 out of 5 students were at or above the DECD SEA, 11 out of 15 year 1 students and 8 out of 14 year 2 students.

The NAPLAN Numeracy results indicates that in 2016 there were less year 3 students who achieved the DECD SEA in comparison to previous year and there were more year 7 students who achieve the DECD SEA in 2016 than 2015. All year 5 students achieved the DECD SEA which showed an 40% increase with previous years. The NAPLAN progress displays that the year 3-5 students made 67% middle progress against the state 50% and 33% made upper progress above state of 25%. The year 5-7 students made 80% middle progress against the 50% state and 20% upper below state of 25%. Students who demonstrated achievement in the NAPLAN higher bands in year 3 2 out of 9, year 5 1 out of 6 and year 7 0 out of 8. PAT Maths results for years 3 showed that 90% of students (9 out of 10) were at or above the DECD SEA, 83.3% of year 4 students (10 out of 12), 100% of year 5 students (6 out of 6), 90% of year 6 students (9 out of 10) and 100% of Year 7 students (8 out of 8).

The results indicate the key actions in our 2016 SIP supported student learning growth and contributed to the positive results.

Attendance

Year level	2014	2015	2016
Reception	86.7%	89.3%	88.6%
Year 01	90.6%	90.8%	94.2%
Year 02	84.9%	91.1%	92.5%
Year 03	89.7%	84.3%	92.2%
Year 04	85.8%	93.9%	93.3%
Year 05	87.8%	87.3%	94.1%
Year 06	92.3%	91.5%	92.9%
Year 07	96.3%	90.2%	95.2%
Total	88.8%	90.1%	93.2%

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

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

Attendance Comment

Attendance result, 93.2%, the best results for the past 3 years. Staff implemented strategies including regular newsletter articles, waving data termly, disciplined dialogue & setting individual goals. Students received recognition at assemblies. Parents were informed through a termly letter home & Governing Council informed of termly data & strategies. Teachers made regular contact with parents & held fun whole school events to encourage attendance. Strengthen through student positive wellbeing with the support of the Pastoral Care Worker, ACEO, Kidsmatter Day & student voice opportunities.

Behaviour Management Comment

Behaviour incidents reported, were 42% timeout in class/admin, 7% take home, 13% apology, 38% warning/spoken to/counselling which was considerably lower than 2015. Term 4 was the highest term of reported incidences due to 4 families enrolling with complex needs. We implement a proactive approach; individual recognition, positive reinforcement, stimulating learning, safe supportive classroom, regular parent communication, private conversations/counseling, restorative justice approach, student voice, promotion of school values, Kidsmatter implementation, implementation of the CPC. With the appointment of the Pastoral Care Worker, ACEO and proactive approach majority of students have a positive wellbeing & able to self-regulate.

Client Opinion Summary

The surveys were carried out in December 2016. We used the ACARA School Survey on-line facility to generate and compile our data. We have 53 families from which we received only 15 responses this. Fourteen parents agreed or strongly agreed with all questions and 1 parent neither agreed/nor disagreed on 2 questions; the school is well maintained and my child likes being at this school.

The student survey was completed by majority of students (72), the results indicated that majority students recognised that teachers expect them to do their best, they like being at school and that our school looks for ways to improve. Twelve students indicated that they strongly disagreed/disagreed that our school is well maintained and thirteen said they strongly disagreed/disagreed that the student behaviour is well managed at our school. The year 6/7 students completed the Wellbeing and Student Engagement survey of the 16 students majority indicated that they were happy, satisfied with life, felt connected with the adults at school and had emotional engagement with the teacher. The results also indicated that 5 students lacked perseverance and 4 lacked optimism and emotion regulation.

The staff survey was completed by 15. 14 agreed or strongly agreed with all questions and 1 staff member neither agreed/nor disagreed on 2 questions; teachers at this school provide students with useful feedback about their school work and parents at this school can talk to teachers about their concerns. Overall the surveys from parents, students and staff indicated very positive results confirming that the many strategies that we have implement through the SIP are supporting the whole school community. We will continue to implement strategies to ensure that the school community is supported, informed and aware of the direction of the school.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	2	7.4%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	5	18.5%
Transfer to SA Govt School	20	74.1%
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

Our site complies with the responsibilities related to Relevant History Screening of anyone working/visiting the site. The Principal uses the HRS system to track staff members. SSO staff are made aware of the expiry dates by the principal. Parent volunteers attending overnight camps are checked for compliancy with having an up-to-date Relevant History Screening as well as mentors. All trades present their Relevant History Screening check before proceeding with any work. All paper work is kept on site and recorded on EDSAS, managed by an Admin officer.

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	11
Post Graduate Qualifications	4

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	5.2	0.2	2.7
Persons	0	6	1	6

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

Financial Statement

Funding Source	Amount
Grants: State	901293.76
Grants: Commonwealth	19996.00
Parent Contributions	25598.91
Fund Raising	21996.25
Other	13806.65

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
	Improved Behaviour Management and Engagement	N/A	
Targeted Funding for Individual Students	Improved Outcomes for Students with an Additional Language or Dialect	The funding was converted to additional ACEO hours/SSO hours to support Aboriginal students. Students received 1:1 support in the area of English to achieve their ELP goals.	Progress in English/Maths, evident in A-E results, 6/8 students 'C' or above.
	Improved Outcomes for Students with Disabilities	The targeted funding was converted to SSO hours to improve outcomes for students with disabilities. Students received 1:1 support in the area of English to achieve their Negotiate Individual Plan goals.	Students made significant progress throughout the year to achieve NEP goals.
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	Funding utilised through; opportunities to go on excursion, access performances, employment of an ACEO worker, Staff accessing Professional Learning such as QuickSmart, YuMi Deadly Maths, Literacy & Numeracy Plus, PAT training, Numeracy Indicator training, James Anderson Growth Mindset, Sheena Cameron Writing, Carmel Small Spelling and Writing etc in order for programs to be implemented, teachers released to work collectively with the CPAC, support agencies, Lake Wangary preschool director, released to observe at other sites & the purchase of programs such as Reading Eggs & Sunshine Classics to support the development of English.	QuickSmart students made growth, students meeting the DECD SEA in PAT M; teachers refined & modified teaching in response to formative assessment data.
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives	N/A	
Other Discretionary Funding	Better Schools Funding	Funding increased SSO hours to support students in wave 2 & 3 and who did not meet DECD SEA. Also pay for relief teachers and training cost so our teachers could access professional development.	Students growth in data conversations, Running Record, PAT M & R & NAPLAN result
	Specialist School Reporting (as required)	N/A	
	Improved Outcomes for Gifted Students	N/A	
	Primary School Counsellor (if applicable)	Funding the 4th class to reduce class sizes & student wellbeing. All staff, ACEO & Pastoral Care Worker supported the wellbeing of students as required.	TIEL survey & KidsMatter survey showed student positive wellbeing had increased.