



Willsden Primary School 2016 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Willsden Primary School Number: 679

Partnership: Port Augusta - Quorn

Name of School Principal:

Claire Loades

Name of Governing Council Chair:

Bianca Newbery

Date of Endorsement:

28th February 2017

School Context and Highlights

Willsden Primary School is a category one school located in Port Augusta. We have a high Aboriginal student population, many of whom are transient. The majority of students use English as an additional dialect and Aboriginal English is their first language. The school has a high percentage of students identified under the policy students with disabilities. Willsden is a Play is the Way school and the key concepts of the program are embedded within the schools social emotional wellbeing program. In 2016 The Wellbeing Program was introduced to the junior primary classes in collaboration with the Schools Ministry Group to support students to use a wide vocabulary when describing how they are feeling. A high percentage of teachers on the staff are new graduates or in their first five years of teaching.

In 2016, a major focus of the school and the student representative council was undertaking student instructional rounds to determine what good learning looks like at Willsden school. The SRC under the guidance of Ms J and Ms Winter were able to feedback to staff on what support students to learn at the school. They also identified that not all students liked challenge within their learning and could not see why it is a necessary part of learning. The staff worked on the development of a "Challenge Tracker" so that students could identify where they were sitting in the learning. The SRC undertook to work with all classes to develop Y Charts on what challenge, looks like, feels like and sounds like in the classroom. They then produced a video of why challenge is an important part of learning. This video was shared with the Results Plus and TfEL Teams in Adelaide as well as on the school's Facebook page. A result of this work has been the connections that have been made with other schools as they visited us and shared our work. The work places the SRC in the right place to continue to provide feedback for teachers. They see the importance of doing this as it will 'change teachers practice'.

The Pedal Prix was once again a major focus of the school. This would not be possible without the dedication of the primary teachers and school support officers who ensure that the event happens along with the many parents who attend and support the event. This is one point of difference for Willsden from the other schools in Port Augusta.

Governing Council Report

This year when returning to school, Staff, Students and Parents were welcomed by beautiful new block signs completed by the school community. The block signs had the assistance from every student in the school during Cultural week in 2015. These signs have brightened up the outside of the blocks and show the new block names. During Harmony day, our gorgeous mural was officially opened for the school to enjoy. The mural proudly displays the school values, as well as reflecting the colours around the school. Thank you to Marsha, Angelique and Uniting Care for their direction, support and hard work in creating these artworks.

Governing council had several new members this year, and we also had a change in meeting days to encourage even more people to join. Governing council members supported and participated in Harmony Day, Sports Day, Cultural Week, Family night and other smaller activities during the year. Governing council has also been supportive in upgrades of the school, purchasing new sports shirts for SAPSASA, and the Challenging Learning project.

The governing council still needs more assistance from families and this is a great way to become involved in the school.

Next year will see a lot of change at Willsden. We say goodbye to some staff members, some for just a while, and some for longer. Good luck to the staff leaving the Willsden community this year. We hope you will take many happy memories with you.

To the graduating year 7s. Enjoy the next step in your learning journey. Best of luck for high school and we hope Willsden has helped you on your way to becoming strong, independent learners.

This year we are also saying goodbye to our Principal Claire Loades. Ms Loades leaves us after 6 years of being Principal at Willsden. Thank you for supporting Governing Council and the projects we have undertaken. Good luck for the future. We hope you have enjoyed your time at Willsden Primary.

Merry Christmas and all the best for the New Year from the Governing Council. We look forward to you joining us for an exciting 2017 at Willsden Primary.

Bianca Newbery
Governing Council Chairperson

Improvement Planning and Outcomes

In 2016 the school was looking for a 5% improvement in the number of students achieving in the upper bands of the NAPLAN assessment. No students were in the higher bands across all year levels. This target was not reached. For Year 7 Reading and Numeracy and Year 3 numeracy we met or exceeded the target improvement for students who demonstrated expected achievement of DECD Standard.

There continues to be a decline in the number of students in the Early Years reaching the DECD Standard of Educational Achievement for Running Records. Self review processes highlight that students continue to have difficulties with vocabulary across all areas of the curriculum. The school has a high proportion of students who use Aboriginal English. Literacy question analysis highlights the need to use the teaching and learning cycle from Intensive English Language Programs to develop vocabulary and the world knowledge of students. Teachers need to spend time building the field to support students to have an inquiry based approach to learning. The Empowering Local Learners processes need to be developed further so that students develop different ways of knowing, showing and doing maths. Questions, need to be posed in different ways and to be used across multiple lessons recognizing that there are multiple ways in which to answer questions.

The school data sets highlights that students are not learning their sight words at an age appropriate age, nor are they transferring their knowledge to their reading of texts. All junior primary staff need to develop and build on their repertoire for teaching sight words. Sight words need to be taught in multiple ways and a sight word station needs to be included as a part of the Guided Reading lessons.

During 2016 the school reviewed a number of policies and processes. A whole school maths agreement was reached to support the embedding of Empowering Local Learners pedagogy within the teaching of maths. Agreement on the assessment of Reading using the Oxford Online Reading Assessment was reached by all staff. Through out the review process it became evident that we needed to define what Powerful Learning looked like at Willsden school. A policy document has been developed to be an umbrella document for all curriculum documents.

Band level meetings within the school had been established as PLC's. Senior staff have undertaken the role of observers rather than leaders. This has resulted in deeper analysis of data by staff with both groups focusing on problems of practices that they have identified. The Junior Primary group has had a focus on developing oral language skills of students. The Primary group has looked at ELL and the language they have used in the classroom.

The introduction of Data Wise teams has developed a culture of ongoing review across the school. This has supported the staff to identify areas of pedagogical practices that could be improved.

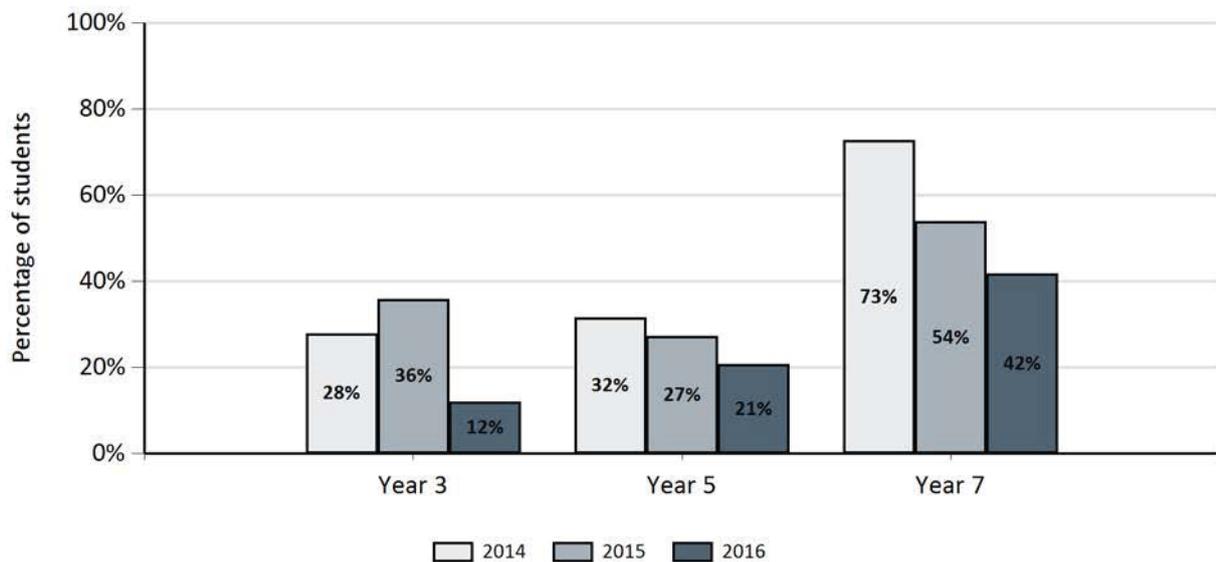
Student voice has been strengthened in the school with the introduction of Student Instructional Rounds. Students have undertaken a number of rounds to identify what good learning looks like at Willsden School. This process identified that students did not understand the role of challenge within learning. Challenge and what this meant for learning discussions were undertaken by all classes and a video was developed and published on the School Facebook page.

Performance Summary

NAPLAN Proficiency

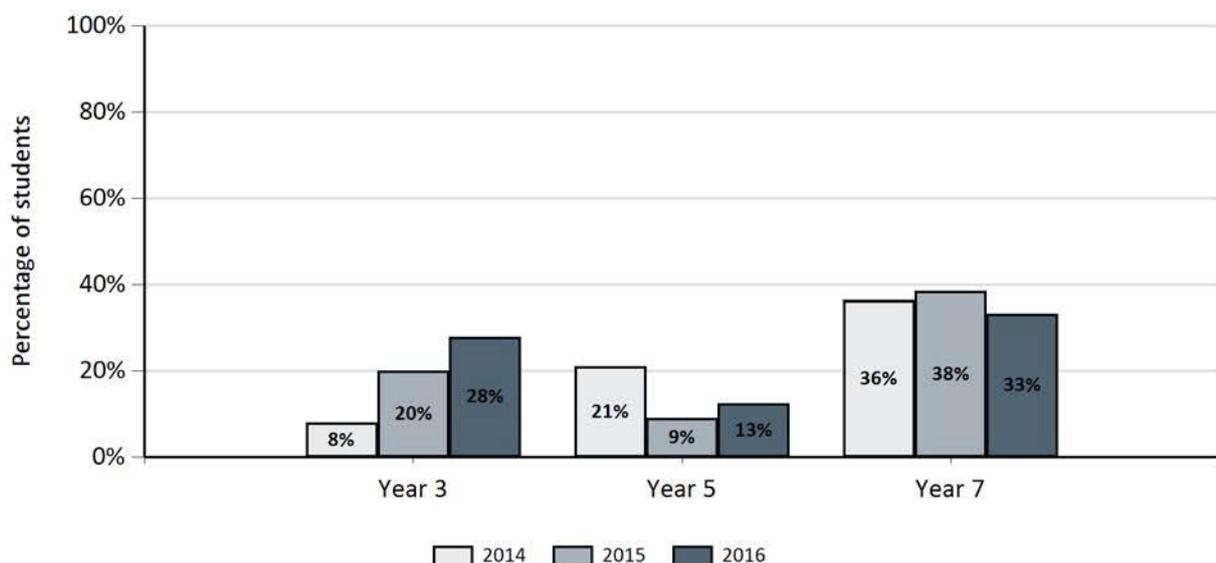
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young 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	43%	30%	25%
Middle progress group	36%	50%	50%
Upper progress group	21%	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%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	45%	47%	25%
Middle progress group	36%	42%	50%
Upper progress group	18%	11%	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	25	25	0	0	0%	0%
Year 3 2014-16 Average	25.0	25.0	1.0	0.0	4%	0%
Year 5 2016	24	24	1	0	4%	0%
Year 5 2014-16 Average	18.0	18.0	1.0	0.3	6%	2%
Year 7 2016	24	24	3	0	13%	0%
Year 7 2014-16 Average	16.0	16.0	1.0	0.0	6%	0%

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

The student NAPLAN results continue to show that growth continues to occur throughout the time the students are at school. The percentage of students demonstrating expected achievement (DECD SEA) is higher as students move through the levels of schooling. This pattern of growth for reading continued in 2016. The growth pattern is similar for numeracy.

The Year 3 NAPLAN Reading results were lower than in previous years with the percentage of students meeting DECD SEA at 12%. The Year 3 reading data shows great variation from year to year. This is not so for the numeracy data where there has been a continued improvement in the numbers of students achieving the DECD SEA.

The Year 5 student data shows minimal improvement. Few students reached the DECD SEA. The pattern continues to be similar for previous years.

The Year 7 student data was similar to previous years with minimal or no change.

Analysis of students who have been at Willsden from Year 5 to year 7 or Year 3 to Year 5 provides a different view of the data. Here we see that the effect size for students who are educated continuously at Willsden varies from 0.59 to 1.03. The student growth in 2016 was much higher for maths for both 3 to 5 and 5 to 7. This is likely to be due to the impact of the Empowering Local Learners program and students being much more willing to have a go at the Maths problems.

Students make more than a year's growth each year if they attend school at Willsden.

The school's data sets are muddled by the high number of transient students who move in and out of the school.

As the data demonstrates, there is growth from students who attend Willsden school. The low base from which they start also impacts on the overall results of the school. The number of students identified with speech and language disabilities in the early years is more evident when we look at the Running Records and the school's early years data sets. Students are playing catch up from the day they enter school and the school needs to review where they are going to provide the support to ensure that students in the early years make the gains that they need to develop their literacy skills.

Attendance

Year level	2014	2015	2016
Reception	74.2%	79.4%	80.3%
Year 01	72.9%	74.5%	76.8%
Year 02	82.6%	78.3%	72.9%
Year 03	78.2%	81.3%	74.4%
Year 04	80.0%	79.4%	81.2%
Year 05	92.8%	71.2%	77.6%
Year 06	79.4%	89.2%	73.2%
Year 07	79.6%	82.1%	84.1%
Primary Other	64.9%		
Total	80.0%	79.9%	77.9%

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

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

Attendance Comment

Attendance is a major focus for the Aboriginal Education Team. We have a number of different strategies in place including: use of SMS to notify parents of absences, making phone calls, home visits, referral to attendance services, re-engaging students through mentoring or modified learning programs and running individual and whole class rewards.

In 2016 we have had a slight decrease from 2015. Reviewing process and tighter monitoring is required by the school to address the patterned absences as many students have one day a week off.

Behaviour Management Comment

From 1,823 behavior incidents in 2016 40 were related to bullying. We had 4 incidence of physical bullying and 36 of verbal bullying. The school has worked with the community and families to highlight that bullying is not acceptable. Using a DECD grant this year all students and staff were given a T-Shirt for anti bullying day with the message that bullying was not OK. This was appreciated by the community.

The majority of behaviour incidents are reported for students not following the school behaviour code. In 2016 we have had a large number of students who do not return directly to class, are districting others and not attending to instruction. Less than 10% of incidents involve violent behaviour.

Client Opinion Summary

Client Opinion Surveys were undertaken with Parents and Teachers. Student feedback was extracted from the Survey of Wellbeing and Student Engagement. There continues to be a mismatch between how teachers see their work with families and what families believe. While a high number of students feel an emotional engagement with staff at the school only 22% of students felt that the way teachers and students treated each other respectfully. The school needs to work on their community connectedness and should link with the Aboriginal Education Team in the Port Augusta Office to ensure that they continue to work on and develop ways of making the school open and inviting to all parents.

Teachers have a strong belief that they have high expectations about students learning and provide meaningful feedback. While parents agreed that this was true but not to the same degree as the teachers.

Both groups believed that student behaviour could be better managed at the school. It is probably time for the whole of the school to revisit the work around values and beliefs and to develop shared understandings of how behaviour incidents are managed. The student survey confirmed the bullying data with a high percentage of students reporting no victimisation at school.

In 2016 staff believed that they received useful feedback about their work and that the opinions of staff was taken seriously. They also believed strongly that the school looked for ways to improve.

The key areas for development in 2017 is working with staff and the community around student behaviour and how it is managed at the school. Greater connectedness to the community is also warranted. Key to this is working with the Aboriginal Education team for staff to develop an understanding of the community that they are working in.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	4	8.0%
Other	2	4.0%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	40	80.0%
Unknown	4	8.0%
Unknown (TG - Not Found)	0	NA

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

DECD Relevant History Screening

The School was audited in term 1, 2015 for history screening processes. The use of an additional spreadsheet has been implemented following this as it allows us to monitor which staff and volunteers need to reapply. A induction program for volunteers was documented and implemented in 2015.

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	27
Post Graduate Qualifications	5

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	18.4	2.7	8.1
Persons	0	19	3	12

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

Financial Statement

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

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	Individual student supervision in the yard to support students inclusion and minimise behaviour issues. Support has been allocated at the start of lessons to ensure that students have a good start to working independently	Improvement has been minor for some. Two students were excluded.
	Improved Outcomes for Students with an Additional Language or Dialect	Funding is used to support smaller classes within the school. Allowing teachers increased amounts of time to work with students.	Students develop academic language proficiency the longer they are at school.
	Improved Outcomes for Students with Disabilities	Range of supports provided including: in class support - literacy and maths, braille and orientation support, language groups. 54 Students identified under the SWD policy	Progress varies depending on the disability and student.
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	APAS funding supports the Read Up program and RAP program Additional Release time for teachers to develop and monitor plans for students with disabilities, Aboriginal students and students under the guardianship of the minister. No funding for First Language Maintenance in 2016. No students taking alternative pathways Australian Curriculum funding has support the CPAC position to be full time in 2016. This has allowed the school to work with her on the delivery of the Australian Curriculum and to develop the concept of powerful learners at Willsden School	Read Up shows the greatest improvement for students. Powerful learners agreement Transforming Tasks T&D completed. Challenge in Learning video developed
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives	NOT APPLICABLE	
Other Discretionary Funding	Better Schools Funding	Funding was used to support smaller classes sizes and to supplement the School Services Officer support in the classroom during the reading block. This was to enable teachers to work with students with the greatest need.	We have had greater improvement in the middle and upper primary years.
	Specialist School Reporting (as required)	NOT APPLICABLE	
	Improved Outcomes for Gifted Students	NOT APPLICABLE	
	Primary School Counsellor (if applicable)	Primary School Counsellor employed on a full-time basis. She works closely with Families SA and outside agencies to ensure ongoing support for students with social emotional issues eg Sand Play, Uniting Care Wesley	Schools Social emotional wellbeing policy updated.