



Willsden Primary School

2020 annual report to the community

Willsden Primary School Number: 679

Partnership: Port Augusta - Quorn

Signature

School principal:

Ms Linda Ritchie

Governing council chair:

Belynda Stroyan

Date of endorsement:

1 February 2021



Government
of South Australia
Department for Education

Context and highlights

Willsden Primary School is a category one school located in Port Augusta. It is a complex school in a low socio economic area, but has strong parent and community involvement within the school. Families perceive the school as a small community based learning environment where everyone knows and looks after each other. Community engagement has been and will continue to be a key part of our learning strategy.

We have a high Aboriginal student population and while some students transition from one school to another, we generally have a stable cohort of students. 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 as students with disabilities and support is provided to help all students reach their potential.

This year we have had to work more closely as a school community than ever before. Our families have valued the support and consistency provided in teaching and learning and student wellbeing during 2020 challenges while many things in our daily lives changed such as, some students working at home and others coming to school.

We continue to support the social and emotional development of our students through the whole school approach to develop the thinking required to make good decisions, through explicit instruction and games as part of our Play is the Way program. This has also been supported with the addition of wellbeing classroom approaches in the Junior Primary classes. The wellbeing of our students is important to us at our school to ensure students are able to reach the high standards we promote and expect in a culture that promotes learning. While many events were cancelled this year, due to COVID, a significant highlight was the creativity of staff to enable events such as Sports Day, and an outdoor Family night going ahead for our students and families. We also celebrated NAIDOC week and the different cultures represented at the school with students in all classes contributing to the design and painting of panels to celebrate Aboriginal culture and painting. These panels will be displayed on the fence along Elizabeth Terrace and shared with the larger community.

Our school community can be proud of how we all came together in a difficult time to continue the education and some community based celebrations despite the challenges we faced. This in itself is the most significant highlight of 2020 at Willsden Primary School.

Governing council report

My name is Belynda Stroyan, and this year I was given the pleasure of becoming the new Parent Voice Chairperson. We have certainly had a very challenging year this year as we watched our world as we know it being turned upside down with the unexpected. To our credit, the school community has remained resilient to come out the other side better and stronger. We had a dedicated team of teachers, who remained focused on what they needed to do to support student learning and outcomes, as we dealt with the possibility of home schooling, extended closures and changes to the way we normally do things as part of school life. A great job was done by all. Unfortunately this year due to COVID, we were unable to engage in some of the important events such as Pedal Prix (which is always enjoyable and successful and a time that brings together our valued volunteers) or Harmony Day. We can however, brag about our fantastic Sports Day, Book Week and Family night. The costumes on display for Book Week were exceptional and each class did an amazing job to prepare and present performances to entertain our families on Family Night. It was also exciting to experience an outside Family night to allow all families to celebrate student achievement. This is something we have not done as a school for many years.

Throughout the school, we have seen many improvements. We have had extra lockers installed in the Junior Primary Block for student use and a new fence has been erected around the staff car park to ensure the safety of our students walking in and out of the school grounds. A new Computer Room was established and is fully decked out with computer docks for students to engage in learning IT skills to support future learning. Each classroom has also been painted to give the walls a new fresh look in preparation for a new school year in 2021.

We have been fortunate to have a stable group of members on our Governing Council group this year including two new Aboriginal fathers which has been very welcomed. We hope to continue growing this representation on our Governing Council group in the new year.

As we do every year I would like to wish all our Year 7 students nothing but bright futures as they enter the next journey of their education as secondary students. Next year we will begin preparing for the graduation of both the Year 7 and Year 6 students from our school as we transition to a new model of Primary and Secondary schooling with Year 7 being located at Secondary sites for the first time.

Quality improvement planning

Creating safe conditions for rigorous learning continued to be a priority in the school for 2020. High expectations remained the centre of everything we do in the school. Staff, students and families have embraced the high expectations and in return all school community members understand what is expected of them as learners at Willsden Primary School. Leadership members, teachers and support staff worked collaboratively together to develop a Site Improvement Plan that was reflective of our data in literacy, numeracy and student needs. Our clear challenge was to continue improving teaching practice inclusive of research into the identified areas of the Big Six of Reading, Big Ideas in Number (Trusting the Count/Place Value) and the Big Write. These remained a key focus to build on improvements already made; especially in early years reading. We engaged in whole school intensive professional development with the Partnership Curriculum leader in the Dylan William Formative Assessment models, to improve our formative assessment approaches in giving timely feedback for progress to promote achievement for each individual student in every class. Our staff continued to build best pedagogy in reading, numeracy and writing through ongoing professional development, and classroom observations and feedback. It was difficult to maintain consistency with the ever changing approaches to the provision of teaching and learning during the COVID pandemic that impacted on our school community in the middle of Term 1, 2020. Our ability to take a rigorous approach to our learning and teaching at school was interrupted and compromised with many of our families choosing to home school their children. All teachers participated in online professional development facilitated by past experienced school of the air staff to provide online learning through Webex for students who had access to the internet and IT items required. Many of our families however did not have this access and a total of only 5 students accessed online learning. This also impacted on their ability to access the quality units of work that were designed by the South Australian Department for Education. Other families accessed hard copies of school work in key areas of Reading, Maths and Writing. This was prepared and differentiated as much as possible by their classroom teachers for individual students. We had some families share the work their children had completed at home though the See Saw app, however this was very limited and it was therefore difficult to ascertain which children were engaging in school work or progress being made during this time. Once students started to return to school we were able to continue implementing our Site Improvement Plan with a focusing on Professional Development designed to achieve our challenge of practice. Student data in Trusting the Count demonstrated that we had a great deal of growth across all year levels in early numeracy. Due to unforeseen interruption to our teaching and learning cycle and absence, we did not complete all of the assessments in Place Value that were required to move students forward and this will now be a priority for 2021. It has become evident that we need to continue working collaboratively to build our numeracy pedagogy across the school. Using the South Australian Education Department scope and sequence documents will help us to navigate where our students are and what we need to be teaching and learning to promote achievement for individual students.

Improvement: Aboriginal learners

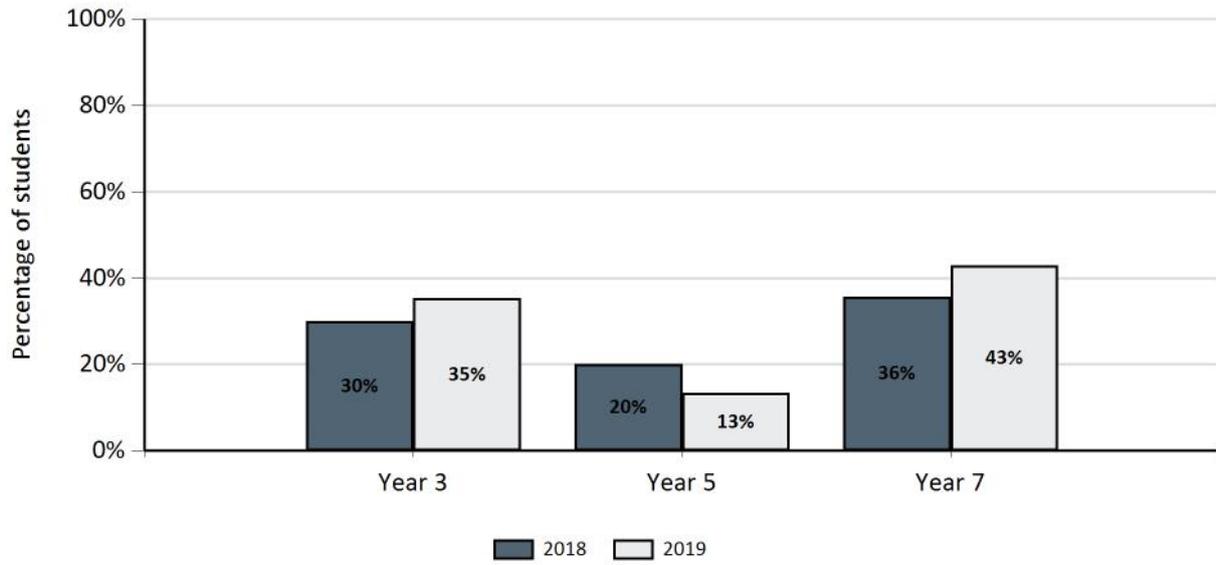
Due to a very high population of Aboriginal students attending the school the review and evaluate comments above are inclusive of our Aboriginal learners. We did have Aboriginal students targeted to achieve the Standard of Education Achievement in Reading, Number and Writing, however learning was interrupted for all students and NAPLAN was cancelled. Our site data has shown that some of our targeted Aboriginal students are making good progress and we anticipate that this will be evident in National Assessment in 2021.

Performance Summary

NAPLAN Proficiency

The Department 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

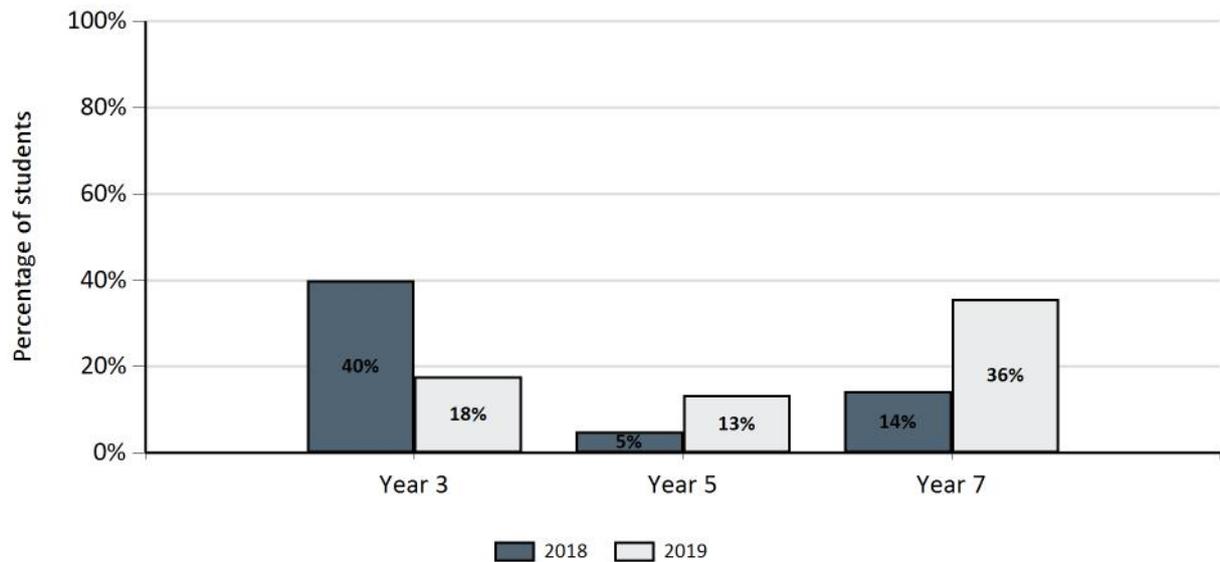


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

*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 2017 to 2020 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	*	*	25%
Middle progress group	73%	69%	50%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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	*	*	25%
Middle progress group	*	75%	50%
Lower progress group	60%	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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 2019	17	17	1	0	6%	0%
Year 3 2017-2019 Average	16.7	16.7	1.7	1.0	10%	6%
Year 5 2019	15	15	0	0	0%	0%
Year 5 2017-2019 Average	18.0	18.0	0.3	0.0	2%	0%
Year 7 2019	14	14	0	0	0%	0%
Year 7 2017-2019 Average	12.7	12.7	0.3	0.3	3%	3%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

[^]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

Due to the cancellation of the NAPLAN in Reading, Numeracy and Writing in 2020, NAPLAN data for the Year 3, 5 and Year 7 student cohorts is not available. Site assessments conducted during the school year to measure student progress provides evidence of some achievement of individuals and cohorts of students.

In Phonological Awareness data 37% of Reception students achieved the Standard of Education Achievement, with 4 of these students well above the standard. 28% of Year 1 students achieved the Standard of Education Achievement and 39% of our Year 2 students achieved the Standard expected at this stage of their schooling.

In Running Record data, only 7% of Reception students achieved the Standard of Education with 1 of these students achieving well above the standard. 23% of students achieved the Standard of Education Achievement in Year 1 and 29% in Year 2 achieved the Standard of Education, with 3 students achieving well above.

In Progressive Assessment Testing in Reading (PAT R) results, 13% of Year 3 students achieved the Standard of Education Achievement aligned to their year level, 31% of year 5 students, with 3 of these achieving progress well above what is expected and 21% of Year 7 students achieved the standard expected at this stage of their schooling with 1 student achieving well above the standard.

23% of the Year 1 students achieved the Standard of Education as demonstrated in Phonics Check Data.

Progressive Assessment Testing in Mathematics (PAT M) results demonstrate that only 8% of Year 3 students and 12% of Year 5 students achieved the Standard of Education Achievement. Our Year 7 students showed significant improvement with 45% achieving the Standard of Education Achievement.

Attendance

Year level	2017	2018	2019	2020
Reception	80.5%	80.8%	75.4%	72.0%
Year 1	75.7%	81.2%	81.9%	75.9%
Year 2	80.4%	81.3%	69.6%	77.6%
Year 3	75.5%	75.3%	78.7%	74.8%
Year 4	72.2%	70.6%	79.7%	81.9%
Year 5	76.0%	74.6%	76.1%	77.7%
Year 6	75.1%	76.5%	70.8%	67.1%
Year 7	62.6%	71.3%	79.9%	68.9%
Primary Other	72.1%	N/A	21.1%	N/A
Year 8	N/A	N/A	47.4%	N/A
Total	75.3%	76.4%	76.4%	74.4%

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

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

Attendance comment

Attendance at the school continues to need attention for improvement. However, it is pleasing to see that despite a number of options for schooling at home and some students not attending the site or engaging in home schooling, that our attendance has only decreased by 2 percent from 76.4% in 2019 to 74.4% in 2020. In 2021 we will continue to track and monitor attendance and implement our whole school attendance plan to improve attendance of all students.

Behaviour support comment

Behaviour incidents continue to decrease from a total of 1062 incidents in 2019 to a total of 978 this year. There was a total of 800 minor incidents recorded demonstrating that students are responding to the opportunity to discuss the impact of their behaviour on learning and choosing to re-engage in the teaching and learning in the classrooms. We had 36 take homes, 30 internal suspensions and 56 suspensions throughout 2020. The number of high level behaviour types continue to decrease showing that students understand their responsibility to engage in behaviours that support the ability to learn and achieve success. Our dedication to promote high expectations in behaviour, and teaching and learning continues to result in less behaviour incidents in the school.

Client opinion summary

Majority of school community members who engaged in the school survey agree or strongly agree that the relationships between the school and families, between teachers and students are based on respect. Family members believe that their children are important to the school and know what is expected of them when at school.

Most responses indicated that family members believe that education at school is important to their children's future and they feel equipped to support their futures, but most were unsure of the pathways their children would follow after leaving school.

A high percentage of responses showed that family members agreed that the school promoted support of learning at home, with some suggesting that they would like more help to enable them to do so, and some responding that they would like the school to provide more support in meeting the needs of students while at school. Many responded that they neither agreed or disagreed with the idea of their children having good reading or learning routines at home.

Communication between the school and family members is positive with clientele agreeing that communication between the school and families is generally very good. There was a preference for a number of communication types with texting, phone calls, newsletters and interviews proving popular. A high percentage of families highlighted that they have discussions with their teachers regarding their children's learning and progress. Majority agree that they have a say in their children's learning at school.

Unfortunately we were not able to continue increasing the number of family members participating in the Client Opinion Survey this year due to it being only being accessible online with out other options.

Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	7	10.4%
Other	1	1.5%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	2	3.0%
Transfer to SA Govt School	57	85.1%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Relevant history screening

All staff have relevant updated history screening.

Qualifications held by the teaching workforce 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	7

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	0.2	15.6	3.4	10.4
Persons	1	16	4	14

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$3,146,332
Grants: Commonwealth	\$9,550
Parent Contributions	\$37,763
Fund Raising	\$0
Other	\$13,676

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

2020 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 2020 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 wellbeing and engagement	Additional support is provided in classrooms to promote good decisions and engagement in learning activities designed for individual student needs to promote achievement.	Decrease in disruptive behaviour due to concentration on learning.
	Improved outcomes for students with an additional language or dialect	Funding is used to support smaller classes with the school. This increases teacher instruction for all students in the classroom.	Students develop academic language proficiency the longer they are at school.
	Inclusive Education Support Program	A number of supports including in class support, literacy support through Read Up, Mini-Lit, Multi-Lit, and language/speech support.	Progress achieved varies according to the disability of students.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development Students taking alternative pathways IESP support</p>	<p>APAS funding supports the Read Up and Min-Lit program to improve literacy.</p> <p>Additional release time for teachers to develop and monitor One Plans for students with disabilities, Aboriginal students and students under the guardianship of the minister. Support staff provided in early years classrooms to support learning in all learning areas. First Language was maintained and developed through the employment of a specialist language teacher and implementation of the Adnyamathanha language in all classes.</p>	<p>Intervention is helping to close gaps and extend student learning in literacy. Teachers are confidently designing SMARTAR goals for student learning.</p>
Program funding for all students	Australian Curriculum	Teachers were released to work on site/other sites to collaborate in task/learning design and moderation activities with others in all areas of the curriculum; especially in Mathematics to improve challenge and grades.	Better outcomes for students in Literacy, Writing and Numeracy.
Other discretionary funding	Aboriginal languages programs Initiatives	A specialist Adnyamathanha teacher was employed to plan and implement Adnyamathanha language lessons for all classes in the school throughout the year.	Aboriginal students were exposed to a local language groups culture and language
	Better schools funding	Funding was used to support smaller class sizes and to supplement School Service Officers to support during English and Mathematics lessons. This supported teachers to be able to work with students with the greatest need	Gradual achievement is being made by early year students in literacy/numeracy.
	Specialist school reporting (as required)	Funding supported the recruitment of an intervention teacher to support quality teaching for individual and small groups of students to progress their learning in early literacy, in particular Phonics.	50% of students made significant improvement and 75% made improvements.
	Improved outcomes for gifted students	Support staff were employed to work with students who were at standard and needed extension in literacy and numeracy. This included individual and small group support.	Students demonstrated improved achievement in PAT R results.