



Willsden Primary School

2021 annual report to the community

Willsden Primary School Number: 0679

Partnership: Port Augusta - Quorn

Signature

School principal:

Ms Linda Ritchie

Governing council chair:

Belynda Stroyan

Date of endorsement:

17 March 2022



Government
of South Australia
Department for Education

Context and highlights

Willsden Primary School is a category one school located in Port Augusta approximately 308kms from the Adelaide CBD. 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 base 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 who complete their primary education at the school. 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 ensure all students can reach their potential. We have high expectations of all school community members. The well-being of our students is important, and we continue to support their social and emotional development to ensure they can reach the high standards we promote in learning. We create a culture where the purpose to continuously improve is at the centre of all that we do.

This year we introduced Read, Write Inc across the whole school to improve student literacy. A highlight was the significant progress students made in their Phonics acquisition and the positive outcomes achieved by students in English.

Despite having some continued restrictions preventing parents and family members from visiting the school, we were able to plan and hold favourite school events such as Harmony Day, Sports Day and Family night. These were well attended and enjoyed by families. As part of NAIDOC Week, we held a whole school excursion to Mambray Creek National Park, where we celebrated Aboriginal culture through various experiences, such as hiking, painting, observations of the natural flora and fauna and cooking. This has become an annual event that our students and staff thoroughly enjoy and look forward to.

Our school embraced a transition program unlike any other, with both our Year 6 and Year 7 students moving to the local high school. This included double transition visits accompanied by double senior uniforms and graduations that was attended by staff, students, and family members. While we will miss our Year 7 cohort of students, we are looking forward to the new environment as our Year 6 students step into the role of being the senior students in the school for the first time.

Governing council report

Once again, the teachers, leadership team, students and parents were faced with a challenging year of many unknowns and having to deal with many situations differently. We have always been focused on maintaining the health and safety of our students, whilst delivering the best possible learning programs with the resources available. Adaptation to these changes has been made easier by our wonderful team of teachers, support staff, volunteers and leadership team.

Despite some challenges we were very grateful to still be able to participate in school events such as SAPSASA, Sports Day and our school family night. A highlight was the whole school Mambray Creek Excursion, an annual event that both staff and students look forward to every year. It was a fun day filled with activities and followed up by a sausage sizzle for lunch. Students enjoy the opportunity to engage in cultural activities and learning about Aboriginal culture.

This year, an external review was completed at our school. Many of our parents got a chance to catch up with the review team and discuss what we believe is important for the continued growth and improvement of our school and teaching programs. We were also given the opportunity to discuss what we believe is already working for the school and what we can do to increase the learning opportunities for our children.

This year we invested in Read Write Inc as a program to improve student reading achievement. The program was successful in supporting a high percentage of students to close gaps and others to learn what is needed to be good readers.

We have prioritised the safety of our students and families this year with the addition of fencing. We had a fence constructed at the back entrance of the school to ensure students who walk to school can enter and leave behind a fence separating them from the carpark where family drop off and collect their children. Fencing was also erected between the old Special School and the Junior Primary playground to ensure adequate supervision of students.

I have had three children attend Willsden Primary School since 2009, and each one of them has completed their primary education here. I have been on the Governing Council for numerous years and have thoroughly enjoyed the friendships made and believe in our wonderful little school and community. I wish the school and community the very best for years to come.

Quality improvement planning

The rigorous analysis of site data supported the ongoing evaluation of key actions and progress made towards achieving our improvement goals and targets for 2021. Our key action to lift reading achievement included the introduction of Read Write Inc as our synthetic Phonics Program. Early assessment of all students R-7 demonstrated that there was a total of 54% of students across all year levels that had gaps in the achievement of phonics. The 2020 Phonics Screening Check assessment was conducted with all Year 1 students early in 2021 to collect baseline data. This data showed that majority of our Year 1 student's underachieved with only 7% of students achieving over 50% correct. In response all Year 1 students received additional individual tutoring to accompany their learning in daily sessions of RWI. Our 6 weekly assessment cycle demonstrated students making progress with movement through RWI levels and identified those who needed additional support. Our tutoring intervention was successful and will continue as it resulted in 6 students achieving the standard compared to only 3 students in 2020. Students in Years 4-7 closed gaps in their learning and moved into Guided Reading with a focus on fluency and comprehension, identified as areas for development through Pat R and Running Record Data.

In Numeracy our actions included the explicit teaching of Number to improve the achievement of Trusting the Count and Place Value. A rigorous cycle of assessment in these areas supported differentiated teaching for our students R-7.

Despite daily teaching of Trusting the Count with R-2 students, regular evaluation showed that students were making progress, but a limited number of them were achieving the ability to subitise. In response a pre-number interview was conducted to discover many Reception students did not have the pre-number concepts needed to develop their understanding of Trusting the Count. Teaching of these pre-number concepts became a priority for this year level. Our Year 1 students made progress with most sitting just below achieving all tools, with 1 student achieving the standard expected and 3 Year 2 students achieved Trusting the Count in Year 2. In Place Value our Year 1 and Year 2 students demonstrated an understanding in sequencing but limited understanding in number naming. Individual number goals were introduced to differentiate the teaching and practice for individual students. While this is targeting individual improvement, we will move into our teachers working in teams to engage in deep analyse of student data, evaluate the impact of teaching and focus on identifying the explicit teaching practice that is proving to accelerate the achievement of positive outcomes for students.

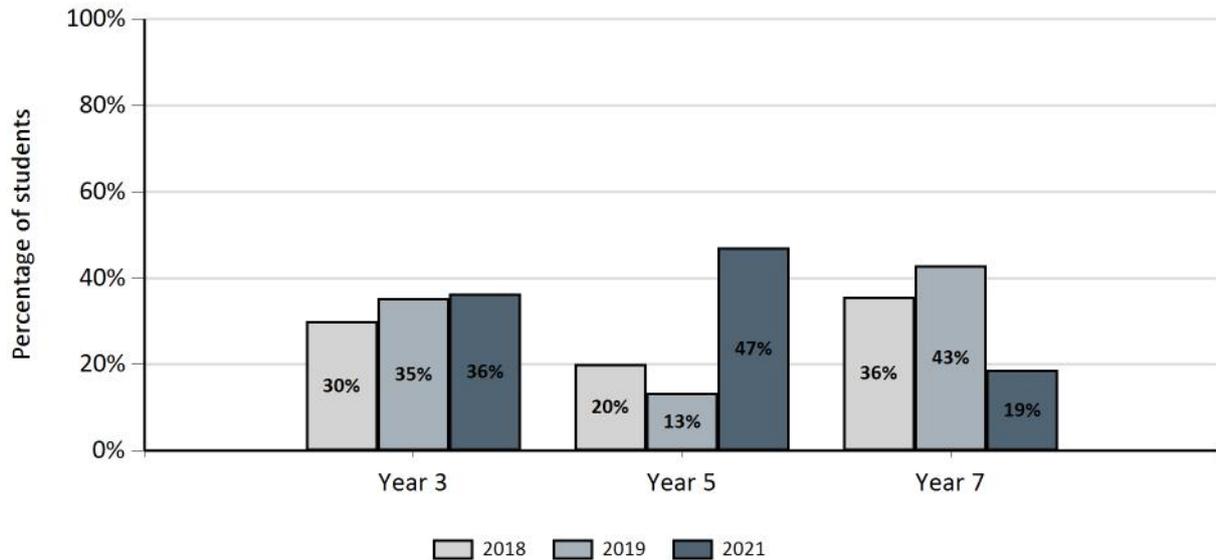
Our rigorous assessment of Place Value for Year 3-7 demonstrated many gaps in our students understanding of this mathematical concept resulting in a great deal of differentiation in each class. We worked collaboratively with the Maths Project Team to conduct assessments of all students to identify those who required additional support in Trusting the Count and Place Value, while also identifying students who were ready to engage in Multiplicative thinking. Students were grouped and the teaching and learning was designed to address their areas for development. We will continue to work with the Maths Project Team and engage in rigorous whole school Professional development in Maths, and our middle primary teachers will implement the Department for Education Maths units to further develop their pedagogy and improve student achievement in numeracy. EALD data demonstrated underachievement in writing across all year levels. Early actions included collaborative moderation of individual writing samples to identify individual student's needs, set goals to move student learning forward. The improvement in writing achievement will continue to be a focus for our 2022 site improvement cycle.

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

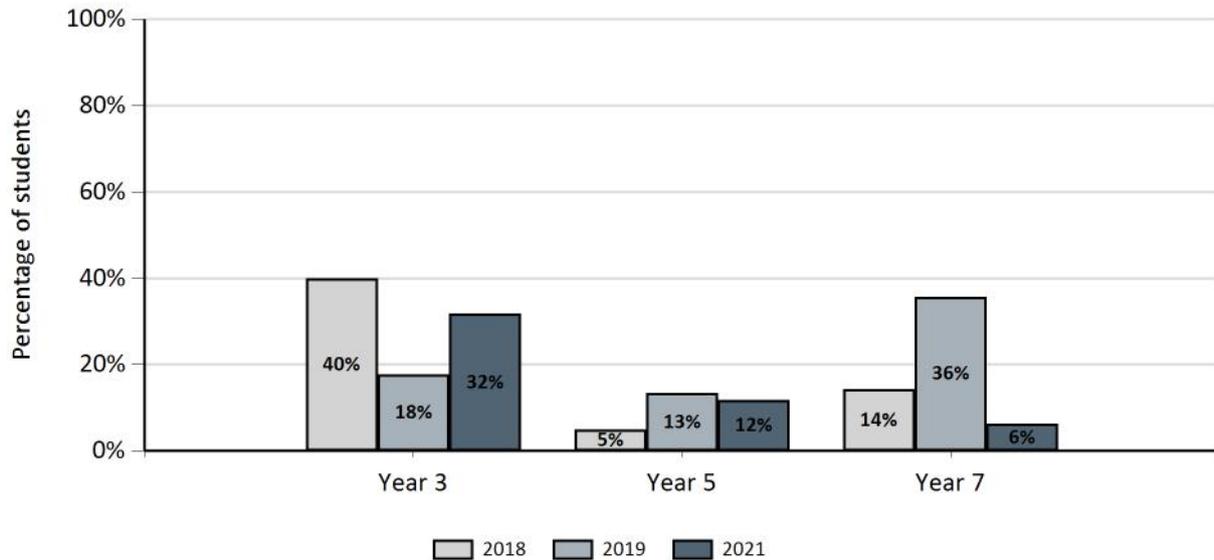


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

*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 2019 to 2021 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	*	*	33%
Middle progress group	57%	43%	48%
Lower progress group	*	*	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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	*	*	33%
Middle progress group	*	*	48%
Lower progress group	*	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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 2021	22	22	1	0	5%	0%
Year 3 2019-2021 Average	19.5	19.5	1.0	0.0	5%	0%
Year 5 2021	17	17	2	0	12%	0%
Year 5 2019-2021 Average	16.0	16.0	1.0	0.0	6%	0%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

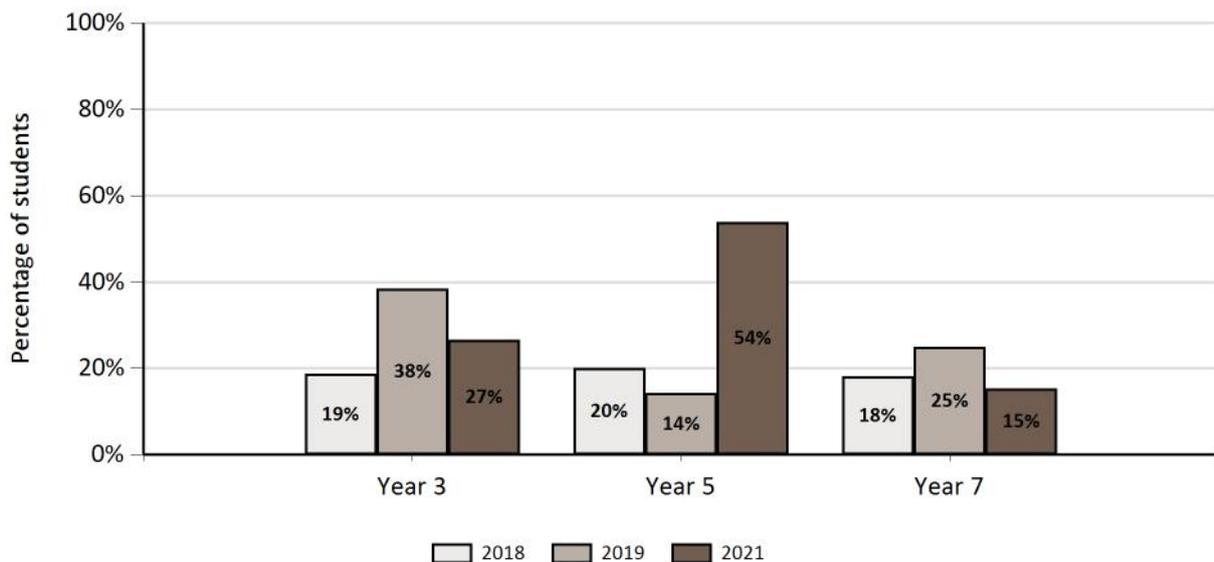
[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading



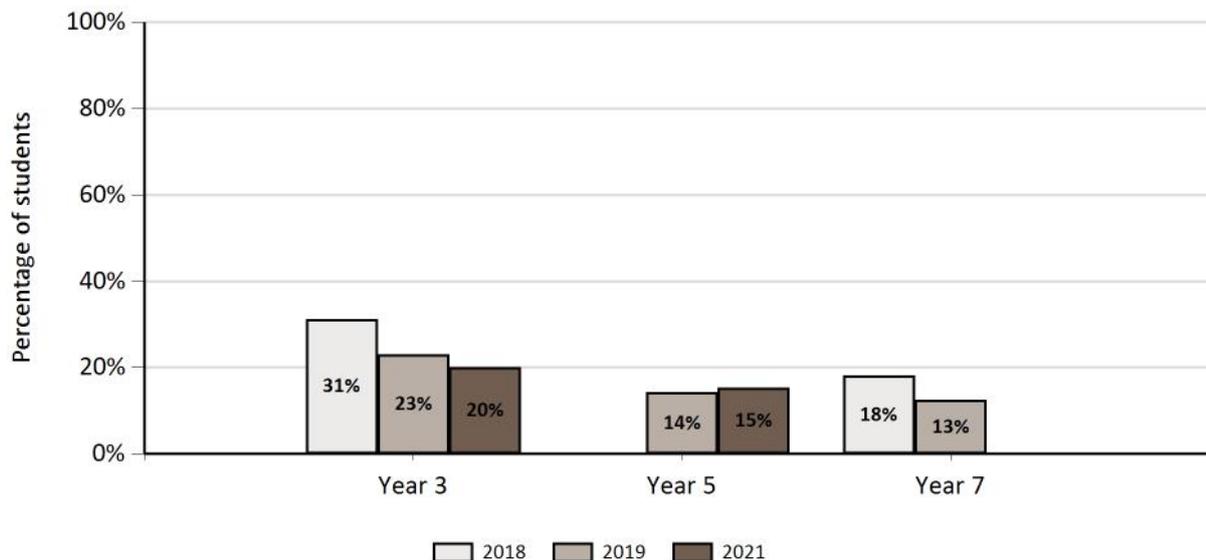
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	28%
Middle progress group	64%	*	47%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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%.

Data only includes results for Aboriginal students.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	27%
Middle progress group	*	*	48%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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%.

Data only includes results for Aboriginal students.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 2021	15	15	0	0	0%	0%
Year 3 2019-2021 Average	14.0	14.0	0.5	0.0	4%	0%
Year 5 2021	13	13	2	0	15%	0%
Year 5 2019-2021 Average	13.5	13.5	1.0	0.0	7%	0%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

[^]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.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2021: Data Informed Planning

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

Whole school review indicated the need for a more rigorous and deep analysis of the comprehensive student learning data collected to inform teaching and learning for individual students. Working in teams, teachers worked collaboratively in the deep analysis of student reading, writing and numeracy data to inform the construction of individual learning goals and pedagogy to best meet individual learning needs in each learning area. Explicit teaching and differentiation in reading was promoted with whole school Professional Development and implementation of Read Write Inc across the school. Students who required additional support were also provided with individual tutoring. Teaching teams used the Scope and Sequence to align individual student progress in Trusting the Count and Place Value and relevant and effective teaching practice was designed to support the achievement of individual goals. Teaching staff accessed LEAP Professional Development and worked together to moderate and ensure students had writing goals to raise their writing achievement. Planning of the explicit teaching of oral language and vocabulary was also implemented to raise student achievement in literacy and close the gap for our Aboriginal learners.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

Our dedicated approach to each individual Aboriginal Learner promoted improved student achievement in Phonics from 0 Aboriginal students achieving the SEA in the 2020 Phonics Screening Check to 4 out of 21 Aboriginal students achieving the SEA this year. In Reading 4 out of 11 Year 3 Aboriginal students who participated in NAPLAN achieved the SEA, with 1 student achieving in the Higher Bands. Significant improvement was made with 7 out of 11 Year 3 Aboriginal students who participated in NAPLAN writing, achieving at the SEA, with 1 student achieving in the Higher Bands. Year 5 Aboriginal students also showed improvement with 6 out of 14 achieving the SEA in reading and 2 achieving in the Higher Bands. This cohort however made little to no improvement in writing with only 2 out of 14 achieving the SEA and 1 achieving in the Higher Bands. Achievement in Numeracy continues to be a challenge with little improvement in Year 3 with only 3 Aboriginal students achieving the SEA and only 2 students achieving the SEA in Numeracy in Year 5. It will be important to continue to review, evaluate and develop our pedagogy in numeracy to raise achievement for Aboriginal students.

School performance comment

Improvement in the 2021 Phonics Screening Check was achieved for the Year 1 students who participated in the assessment. 6 (30%) of Year 1 students achieved the standard expected. The comparison of results achieved in our Phonics Pre-test and the Phonics Check conducted in Term 3 also indicated that significant progress was achieved by 13 (54%) of Year 1 students improving from a score of less than 4 correct in the site Pre-test conducted in Term 1.

The percentage of students achieving positive outcomes in Reading continues to grow. The number and percentage of Year 3 and Year 5 students who achieved the SEA surpassed initial targets. We are beginning to lift the tail with 8 (47%) Year 3 students achieving the SEA in NAPLAN Reading with 1 (5%) students achieving in the Higher Bands. 6 (47%) students in Year 5 achieved the SEA in NAPLAN Reading with 2 (12%) students achieving in the Higher Bands.

Improvement demonstrated by this cohort of Year 5 students is reflective of the deep and narrow approach implemented towards improving teaching and learning in literacy in the early years. It also reinforces the historical trend that student reading achievement improves for students who remain at Willsden Primary School over time. This has shifted the narrative of persistent low achievement to the beginning of SEA achievement for Year 5 students.

Year 3 student achievement in NAPLAN Numeracy showed improvement with 7 (32%) students achieving the SEA, however no students in this year level achieved in the higher bands. The Year 5 cohort of students continued the trend of little to no improvement in NAPLAN Numeracy with only 2 (12%) of students achieving the SEA and no students achieving in the higher bands. A key goal to improve numeracy will be the focus of our 2022 Site Improvement Plan.

This year we participated in an External School Review. This gave our school community the opportunity to celebrate the positive contributions we have been making towards achieving positive outcomes for our students and the wider community. We have been fortunate to be provided with directions that will help us to continue improving our leadership and teaching and learning over the next three years. These directions are welcomed and align with our Site Improvement Plan for 2022. Our External Review Report has been uploaded to our school website for access by the community.

Attendance

Year level	2018	2019	2020	2021
Reception	80.8%	75.4%	72.0%	75.3%
Year 1	81.2%	81.9%	75.9%	74.5%
Year 2	81.3%	69.6%	77.6%	76.3%
Year 3	75.3%	78.7%	74.8%	73.1%
Year 4	70.6%	79.7%	81.9%	72.7%
Year 5	74.6%	76.1%	77.7%	78.9%
Year 6	76.5%	70.8%	67.1%	79.1%
Year 7	71.3%	79.9%	68.9%	72.7%
Primary Other	N/A	21.1%	N/A	13.8%
Year 8	N/A	47.4%	N/A	N/A
Total	76.4%	76.4%	74.4%	75.0%

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

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

Attendance comment

Attendance continues to be a significant challenge and barrier to student learning and achievement. The total school attendance this year remains in the low 70% and continues to highlight the ongoing impact the lack of attendance has on teaching and learning. We continue to experience 20% of habitual non-attenders and 52% chronic non-attenders. In collaboration with the school Wellbeing Leader, our Aboriginal Community Education Officers review, evaluate and implement our whole school attendance policy through phone calls and home visits to promote attendance. When all actions from our attendance team are exhausted a referral is lodged to seek additional family support.

Behaviour support comment

Behaviour incidents continue to decrease from 978 incidents in 2020 to 638 in 2021. There has been a significant decrease in the number of minor incidents from 800 in 2020 to 476 this year. Minor incidents included not following instructions or threatening good order. This decrease demonstrates that students are continuing to respond to early intervention designed to support engagement in learning. We had 16 take homes to support student wellbeing. There was a decrease in suspensions with 30 internal suspensions and 48 suspensions in response to incidents of bullying or violence. In summary incidents continue to decrease as students take responsibility for their behaviour, learning and achievement while at school.

Parent opinion survey summary

A small number of family members completed the survey in 2021. Majority of those who engaged in the Parent Survey agreed or strongly agreed that relationships between people including teachers and students in the school are based on mutual respect. A high percentage agreed that the school engages in consistent and effective communication providing useful feedback and discussion about student learning and progress. One hundred percent of family members agreed or strongly agreed that education is important for their children demonstrating a clear understanding of the school's purpose and core business. A high percentage agreed that they have input into their children's learning and that they are encouraged by the school to support their children to learn. A small percentage of our family members agreed that they have a good routine at home to support their children's learning, however many responses indicated that they require additional support with knowledge, understanding and tips to do this effectively.

Unfortunately, we continue to have a low number of family members participating in the Parent Survey. This may possibly be due to the platform used to collect this information. As a school we will continue to focus on providing support for our family members to engage in providing feedback to the school to continue building and maintaining positive and productive partnerships with families. In 2022 we will be focusing on engaging with families through SEE-SAW as a platform to share student achievements. Teachers will conduct home visits and offer workshops with interested families to promote this form of communication and we anticipate that this will also open the opportunity for our families to access and contribute to the Parent Survey through SEE- SAW.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	3	7.9%
NS - LEFT SA FOR NSW	1	2.6%
NT - LEFT SA FOR NT	2	5.3%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	30	78.9%
U - UNKNOWN	2	5.3%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

We follow the processes as expected by the department to ensure we are and remain compliant with Relevant History Screening to maintain a high level of safety for all our students. Our school administration officer remains in contact with all staff members and volunteers regarding their screening status and is pro-active in ensuring they are responding to the emailed reminders they receive. All staff are encouraged to respond to reminders and to lodge their application for history screening 6 months prior to the due date to ensure continuity to their role.

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	21
Post Graduate Qualifications	5

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	0.3	15.6	3.4	10.8
Persons	1	16	4	15

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Financial statement

Funding Source	Amount
Grants: State	\$3,436,737
Grants: Commonwealth	\$9,700
Parent Contributions	\$33,205
Fund Raising	\$0
Other	\$18,232

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

2021 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 2021 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 decision making and engagement in learning activities designed for individual student needs to promote achievement.	Decrease in disruptive behavior and improved outcomes continue to increase.
	Improved outcomes for students with an additional language or dialect	Funding is used to support smaller classes in the school. This increases teacher instruction for all students in the classroom.	Student oral language and vocabulary continues to improve and promote positive.
	Inclusive Education Support Program	Introduction of Read Write Inc this year has focused on individual student achievement through rigorous assessment, small group teaching and learning/individual tutoring according to student need.	Students are making significant phonetic progress contributing to literacy.
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 contributes to the tutoring as prescribed in the Read Write Inc program and individual literacy support for individual students in and out of class.</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.</p> <p>Support staff provided in Reception classrooms to support learning in all learning areas.</p> <p>First Language was maintained and developed through the employment of a specialist language teacher and implementation of Adnyamathanha.</p>	Intervention is helping to close gaps and extend student learning in literacy. Our site and National data demonstrated a positive shift in student achievement.
Program funding for all students	Australian Curriculum	<p>Teachers were released to become familiar with new department resources such as the Scope and Sequence and Units.</p> <p>Student Free Days were used to focus on new department resources and how to they will be used.</p>	Middle Primary teaching staff are implementing the teaching units.
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 group culture and language.
	Better schools funding	Funding supported 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 progress is being made by early year students in literacy/numeracy.
	Specialist school reporting (as required)	Funding supported the recruitment of additional Support staff to support quality implementation of Read Write Inc for individual and small groups of students to progress their learning in early literacy.	Significant progress was achieved in our 2021 Phonics Screening Check.
	Improved outcomes for gifted students	N/A	N/A

